

# West Bend Middle Level Pyramid of Interventions

## Mission:

- To help all children achieve.

## Vision:

- Students will be better learners and increase achievement.

## Background:

The West Bend Joint School District #1 in the fall of 2006 created a district wide study team to research and develop a systemic intervention plan. The team was made up of community members, classroom teachers, special education teachers, guidance counselors, school psychologists, union leadership, administrators, school social workers, curriculum coordinators, higher education representatives, parents, and the Education Service Center Leadership Team. The team was broken into three levels and the middle school team developed this intervention plan.

The Middle Level Pyramid of Interventions was developed to increase the opportunities students have at the 6-8 levels to find success. The idea was/is to find ways to help middle level students at both sites, combine resources, find new paths to solve cyclical issues, increase communication, and increase students learning and achievement.

This Pyramid is malleable and will change over time as new needs emerge and the process evolves.

## Goal:

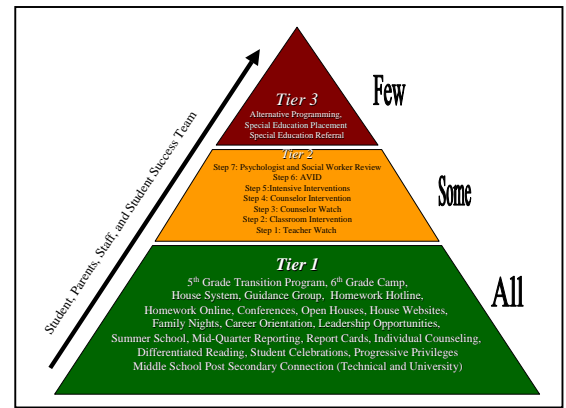
- To provide a structure for students who may need interventions in his/her daily education.
- To empower the staff with the tools necessary to help all children succeed.
- Practice and employ measurable interventions that increase student learning and achievement.

## Purpose:

- Provide a clear framework for staff.
- Supply empowering tools that include interventions, steps, and measures.
- Implement a school/level approach for addressing the needs of all students.
- Create a clear path for all students.
- Increase accountability for staff and students.
- Improve levels of achievement.
- Furnish documentation for future use to ensure continued success.
- Improve the special education referral process.
- Increase interventions for all children.
- Increase parental communication.
- Provide transitions for students.

## Sequence:

- The strategies listed in the pyramid are in the recommended order with special education being the final intervention.
- The order of the strategies can be adjusted depending on the individual needs of the students. The number of students involved at each level should diminish as intervention strategies approach the apex of the pyramid.



# Tier One

All students at the Middle Level will benefit from the interventions described in tier one. Tier one will increase the students and parents opportunity to build stronger relationships at school as well as the background knowledge needed to succeed at the middle level.

## 5<sup>th</sup> Grade Transition

Description: A uniformed transition program will be developed around the concepts of teambuilding, character education, mentoring, and developing a clear understanding of middle school expectations.

Goal: Each student *will* have a clear understanding of middle school. They will be able to identify older students who will serve as mentors and come into their educational setting with background knowledge.

## 6<sup>th</sup> Grade Camp

Description: An overnight experience that allows the new 6<sup>th</sup> grade students who have come from a variety of elementary schools to learn the expectations of middle school, teambuilding, build rapport with their new classmates and teachers, and have science based curriculum reinforced and learned.

Goal: Students *will* build rapport with colleagues and staff and ease their transition to the middle level.

## House System

Description: Grade levels are divided into teams known as houses. This allows the students to function with a core set of academic teachers who work together collaboratively to help ensure the success of all children.

Goal: Students *will* show an increase in esteem, motivation, and sense of belonging with the end result being greater achievement because of the rapport with staff and peers.

## Parent Partner Programs

Description: Open House, Family Nights, and Parent Teacher Conferences are available for families to join their children at school.

Goal: Parents *will* increase their involvement at the middle level by providing events that are engaging, inviting, and rewarding.

## Career Orientation

Description: This program will be developed to increase student's background knowledge of professional opportunities beyond their formative years.

Goal: Students *will* increase their understanding of the skills needed to be employed in the 21<sup>st</sup> century. Develop background knowledge so that students have an understanding of career options.

### **Summer School**

Description: Students will have the opportunity to participate in a wide variety of enhancement and academic courses. The courses offered would further support differentiation for student interest and enhance skill levels instead of the remediation of lost time.

Goal: Students *will* build background knowledge to increase their life and academic skills.

### **Systemic Communication Processes**

Description: Report cards, progress reports, homework hotline, homework online, and conferences will have uniformed middle level expectations.

Goal: Parents *will* increase their knowledge concerning the progress, behavior, and achievement of their son/daughter.

### **Student Support Services**

Description: Students have access to individual counseling and group counseling.

Goal: Student's *will* increase their ability to cope with the struggles they face during adolescence, as life-altering events take place, and support them through difficult academic times.

### **Differentiated Reading**

Description: The reading specialist will assist teachers in creating differentiated reading experiences to address the diversity of reading levels in the classroom. The reading specialist will also support staff in instructional strategies that support differentiation.

Goal: The middle level *will* increase the achievement scores for reading. Teachers will increase their methods for reading instruction.

### **Student Celebrations**

Description: Students will be recognized for a variety of reasons: character, personal achievement, academic achievement, growth, attendance, community service, and citizenship.

Goal: The middle level *will* increase the amount of students recognized for contributions that affect themselves and the community.

## Progressive Privileges

Description: Students will have a variety of privileges that allow them greater opportunities at school. One example would be study hall/housetime. Larger groups of students who have demonstrated the ability to work independently would work together in large groups. Students who were struggling would be in smaller groups allowing for greater contact time with Core area teachers for support.

Goal: Struggling students *will* increase their skills by decreasing distractions and increasing contact time with certified staff.

## Middle School/ Post Secondary Connection (Technical & University)

Description: Students will travel to and visit local post-secondary schools. (UWWC & MPTC)

Goal: Students *will* build background knowledge as they begin their goal setting for the future.

## Tier 2

Students who are moved to tier two are in need of interventions beyond regular classroom support. These students are ones who would benefit by shifting away from traditional practices, an increase in communication and/or an increase in classroom interventions. Students at this level will receive supported services that are documented and measured.

### The Teacher Watch Stage

Description: This is the first step of tier two. It creates a clear plan of action to help a student as they begin to slip. Clear goals and measures are put into place as well as an increase in communication to the families.

Goal: The Teacher Watch is established to bring the collection of data when a trend develops which concerns that student's team academically or behaviorally. There are several steps in the Watch: documentation, record review by team, collection of data, problem identification, parent communication/survey of child's history, development of an action plan and a measurable desired outcome.

Progression Point: When the desired outcome is not achieved, and the team determines that interventions need to increase.

### The Classroom Intervention Stage

Description: This is the second step in tier two. This step creates specific interventions that are measurable. In addition, there is greater investigation into the student's strengths, interests, and weaknesses.

Goal: The teacher intervention is a progressive approach that creates interventions using the guide developed by the middle level staff. The interventions were developed around the following areas:

academic, learning, and behavioral. Teachers will fill out a form that lists the intervention and desired outcomes of the interventions. The interventions are documented on the intervention form and communicated to the student, parents, and counselors. Interventions should address the student's greatest needs.

Progression Point: When the interventions have shown no measurable change toward the desired outcome and it is clear that an increase in interventions will lead to no greater achievement.

### **The Counselor Watch Stage**

Description: This is the third step in tier two. This step brings more resources in the intervention plan for the student. The counselor further investigates the student's background to help create more interventions to help the student find success.

Goal: To develop an overall picture of the student, including current and past school performance, interventions used, community involvement, and family dynamics. The counselor has a form to collect data and review all other data that has been collected. The counselors will develop goals with the student and increase the student's awareness of the issues at hand.

Progression Point: When the counselor and the team determine that significant interventions outside the privy of the classroom or significant teacher interventions have not met the desired measurable outcome.

### **The Counselor Intervention Stage**

Description: This is the fourth step in tier two. This creates a greater role for the guidance counselor in the life of the student. The parents are given more resources in the community to help them cope with the different behaviors their child may have.

Goal: To develop a significant one-on-one relationship with the student, as well as interaction with the parent(s) or guardians. The student's awareness of the issues will be enhanced, and the counselors will encourage the student to take greater ownership in the issues at hand. The counselor will also prescribe community resources to the parents and suggest progressive strategies with measurable outcomes.

Progression Point: At the counselor's discretion

### **Intensive Interventions**

Description: The following interventions were developed to support the needs of individual students who are in need of additional support. These interventions are in place to further support the unique needs of students who have progressed up the pyramid.

#### **Mentoring-**

Description: This is not a step in the pyramid, but an intervention that can be implemented for any student. This is an adult to student mentoring programming on site. The program allows for a student to have a significant relationship with a staff member. This will allow students to have an advocate to provide strategies and an outlet for coping.

Goal: To build a relationship with a student that is based on trust, thereby teaching the student coping and life skills. In addition, the student will learn how to build rapport with adults and peers in a positive and productive way.

### **Tutoring-**

Description: This is an intervention offered at both sites. Students will be recommended by his/her teacher(s) for tutoring in math, science, and Language Arts/reading.

Goal: Students enrolled will be given 40 minutes of tutoring per week in a specific subject (science, math, Language Arts). The emphasis of the tutoring will be on building background knowledge, and mastering skills.

### **Good Friend Program-**

Description: The good friend program is designed to help build rapport with a struggling student. Ideally, a staff member who is struggling with the students behaviors is the candidate supporting the intervention.

Goal: To increase the esteem of a student with the desired outcome being a greater rapport with a specific teacher. This intervention can be done anytime, however, this is a documented piece to increase the chances of the student finding success. This should be used as an extension to the teacher intervention.

### **College Connections-**

Description: This is a background building intervention that allows students who are struggling to learn what they are working towards and the benefits of post-secondary education. Students will tour universities and meet with college admissions counselors in small groups.

Goal: Provide background knowledge of higher level learning institutions (Marquette, etc.). A small group of students will spend a “day in the life” of a college student and be exposed to the benefits of college. This will allow the student to map out the needs of their education so that they make informed educational choices.

### **Middle Level Adopted Reading Program-**

Description: The reading program will be an adopted, measurable, and modified reading program to increase student reading achievement. (Study to be conducted by the reading specialists in 06-07).

Goal: Each student enrolled will show significant growth in his/her reading abilities. The teachers will increase their reading instructional strategies.

### **Structured Study Hall:**

Description: Students will be put into small group study halls that offer no more than a 15:1 student to teacher ratio.

Goal: Students will be put into study halls that offer them support in the areas that they are struggling. Math, science, and language arts teachers will have smaller study halls to support learning and assist students in their understanding of standardized skills. Pre-teaching and post-teaching will be a common method employed.

***Progression Point:***

Students who show no measured growth in identified behaviors may be referred for a special education referral or an alternative educational placement.

<b>The School Psychologist and/or Social Worker Stage</b>
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Description: This is the final step of tier two. At this point the school psychologist and social worker is brought in to offer more interventions, review actions taken, and offer more services to the family.

Psychologist Goal: To make an assessment of the student, as well as review previous interventions. Meet with the team and give further consultation and advice concerning interventions. After the initial visit, the psychologist may recommend advancement on the pyramid.

Social Worker Goal: Address concerns that may have arisen during the intervention process and collect further data. The social worker will interview the child and family to collect data and report the findings back to the team.

Progression Point: At the request or recommendation of the Student Success Team, Teachers, Administration, and/or parents.

<b>Student Success Team Child Review Stage</b>
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Goal: The goal of the child review is to review the pyramid of interventions data and outcomes and determine if the student needs to be placed in an Alternative Program or to be referred for special education services.

The Student Success team is consists of the Administration, Guidance Counselors, Social Worker, School Psychologist, Reading Specialist, Teacher Representatives, and the Police Liaison Officer.

## **Tier 3**

At the third tier level the student has been referred for either an alternative placement/program or for special education services. In the case of a student being referred and qualifying for special education the student will have an Individual Education Plan (IEP) developed and implemented for him/her.

At this level the greatest amount of resources will be provided to support the success of a child.

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## Teacher Watch Form

This step is the beginning of the Pyramid of Interventions process. This form is to be completed for students who demonstrate academic or behavioral difficulties.

Student:

Birth date:

Grade/House:

Teacher

Date:

Areas of Concern:

1. Review permanent records. Date:  
(Summarize any pertinent information)
  
2. Notify parent of problem. Date:  
(Briefly summarize information received from parent; utilize Parent Interview Questionnaire)
  
3. List planned teacher/parent plan of action, if any.
  
4. Desired Outcome:
  
5. What are the results of the plan of action?
  - a. Action successful/maintain strategies Date:
  - b. Action not successful Date:

Move to Next: Classroom Intervention

*(Copy Form to Guidance Secretary and Team Binder)*

<b>Teacher Intervention</b>
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(Completed by Teacher)

Student:

Teacher:

Intervention beginning on (Date)

1. Identify student's strengths.
2. Identify student's interests.
3. Identify specific student's weaknesses.
4. What motivates this student to try?
5. Using the categories below, choose a strategy or strategies that you will use with this student utilizing the house intervention guide, or PRIM book.

Academic	Learning	Behavior
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List the strategy or strategies you will implement in your classroom.

6. What will the student do (observable and measurable behaviors) that will indicate that intervention was successful?
7. Parent notified of strategies/desired outcomes. Date:  
(Briefly summarize parent contact.)
8. When will parent be notified of progress? Date:  
(Briefly summarize parent contact.)
9. Results of intervention? (Review quarterly.)
10. Intervention successful/maintain strategies. Date:
11. If intervention was unsuccessful, what will you try next? (Check all that apply.)

- ☐ Choose alternate strategy/strategies
- ☐ Recommend extra intervention
- ☐ Recommend the next step on pyramid
- ☐ Refer to Reading Specialist

Identify the alternative strategies.

12. Parent notified of new intervention plan/desired outcomes. Date:  
(Briefly summarize parent contact.)

13. When will parent be notified of progress? Date:  
(Briefly summarize parent contact.)

14. Results of intervention?

15. Intervention successful/maintain strategies. Date:

16. Intervention unsuccessful. Date:

17. Move to next level: ☐ Yes ☐ No Date:

*(Copy Form to Guidance Secretary and Team Binder)*

**Counselor Watch Form**  
(Completed by Counselor)

<b>Student Name:</b> _____	<b>House:</b> _____
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Reason for Referral: \_\_\_\_\_ Date: \_\_\_\_\_

Counselor: \_\_\_\_\_

Indicators:

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li><input type="checkbox"/> Poor academic progress</li><li><input type="checkbox"/> Poor organizational skills</li><li><input type="checkbox"/> Chronic underachiever</li><li><input type="checkbox"/> Incomplete/missing assignments</li><li><input type="checkbox"/> Discipline issues</li><li><input type="checkbox"/> Repetitive poor choices</li><li><input type="checkbox"/> Poor boundaries</li><li><input type="checkbox"/> Health issues</li><li><input type="checkbox"/> Family member illness</li><li><input type="checkbox"/> Family divorce</li><li><input type="checkbox"/> Blended family</li><li><input type="checkbox"/> Poor attendance/Truancy</li><li><input type="checkbox"/> Excessive tardiness</li><li><input type="checkbox"/> Low self esteem</li><li><input type="checkbox"/> Withdrawn/isolated</li><li><input type="checkbox"/> Critical of self</li><li><input type="checkbox"/> Critical of others</li><li><input type="checkbox"/> Lack of trust</li><li><input type="checkbox"/> Mood swings/emotional</li><li><input type="checkbox"/> Change in dress or hygiene</li><li><input type="checkbox"/> Appears depressed</li><li><input type="checkbox"/> Appears anxious</li></ul> | <ul style="list-style-type: none"><li><input type="checkbox"/> Manipulative</li><li><input type="checkbox"/> Habitual lying</li><li><input type="checkbox"/> Angry and/or explosive</li><li><input type="checkbox"/> Poor attendance in class</li><li><input type="checkbox"/> Poor impulse control</li><li><input type="checkbox"/> Peer relationship problems</li><li><input type="checkbox"/> Being secretive about friends and whereabouts</li><li><input type="checkbox"/> Evidence/suspicion/risk for substance abuse</li><li><input type="checkbox"/> Family AODA issues</li><li><input type="checkbox"/> Poor parent/child connection</li><li><input type="checkbox"/> Disinterested/unmotivated</li><li><input type="checkbox"/> Poor eating habits</li><li><input type="checkbox"/> Signs of self injury</li><li><input type="checkbox"/> Stealing</li><li><input type="checkbox"/> DHS involvement</li><li><input type="checkbox"/> Signs of possible abuse/neglect; describe<br/>_____<br/>_____<br/>_____</li><li><input type="checkbox"/> Other _____<br/>_____<br/>_____</li></ul> |
|--|---|

Middle School programs provided:

- |                              |                                  |  |                              |
|------------------------------|----------------------------------|--|------------------------------|
| <input type="checkbox"/> ELL | <input type="checkbox"/> At-Risk | <input type="checkbox"/> Speech/Language | <input type="checkbox"/> 504 |
|------------------------------|----------------------------------|--|------------------------------|

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<i>Review</i>
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Review of cumulative file:

Date: \_\_\_\_\_

<i>Test Scores</i>					
<b>WKCE</b> Year_____	Reading	Math	ILA/Writing	S. Studies	Science
WKCE Year_____	Reading	Math	ILA/Writing	S. Studies	Science
NWEA Year_____					
NWEA Year_____					

Summarize pertinent information: \_\_\_\_\_

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Interview last year's teachers.

Date \_\_\_\_\_

Summarize pertinent information: \_\_\_\_\_

What motivates the student? \_\_\_\_\_

School Interventions provided:

Intervention tried:	Successful:	Unsuccessful:
1.	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>
9.		

Summary of 40 Asset Survey (describe assets and areas for focus):

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Family Makeup:

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Student Assessment of Family Dynamics based on self reflection and counselor interview:

(Scale 1-4, 1= poor 4= excellent)

Communication Skills: 4 3 2 1 \_\_\_\_\_

Discipline: 4 3 2 1 \_\_\_\_\_

Consistency: 4 3 2 1 \_\_\_\_\_

Family Roles: 4 3 2 1 \_\_\_\_\_

Availability of parents as a resource: 4 3 2 1 \_\_\_\_\_

Trustworthiness: 4 3 2 1 \_\_\_\_\_

Student's perception of problem:

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Brainstorming solutions:

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Goal Setting: long term

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Goal Setting: short term

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Parent Contact: \_\_\_\_\_ Date: \_\_\_\_\_ ☐ Phone ☐ Visit

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1. Does student have independent counseling? ☐ Yes ☐ No

2. Name of counselor: \_\_\_\_\_

3. List medications, if applicable: \_\_\_\_\_

4. Have parents sign release of information form. ☐ Yes ☐ No

Move to next level: ☐ Yes ☐ No Date: \_\_\_\_\_

*(Copy Guidance Secretary and Team Binder)*

## Counselor Intervention

(Completed by Counselor)

Student Name: \_\_\_\_\_ Date Initiated: \_\_\_\_\_

Redefine problem: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Measurable goal(s):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### STRATEGIES/SERVICES FOR STUDENT:

- |  |  |
|--|--|
| <input type="checkbox"/> Regular one-on-one counseling | <input type="checkbox"/> Establish Routine                 |
| <input type="checkbox"/> High School Tutor             | <input type="checkbox"/> Relaxation techniques             |
| <input type="checkbox"/> Youth and Family Services     | <input type="checkbox"/> Discuss healthy choices           |
| <input type="checkbox"/> Teacher Tutoring              | <input type="checkbox"/> Peer modeling                     |
| <input type="checkbox"/> Teach study skills            | <input type="checkbox"/> Social skill training/peer skills |
| <input type="checkbox"/> Teach organization skills     | <input type="checkbox"/> Student support group             |
| <input type="checkbox"/> Time management skills        | <input type="checkbox"/> Co-curricular activities          |
| <input type="checkbox"/> Contract                      | <input type="checkbox"/> Community service                 |

### STRATEGIES/SERVICES FOR FAMILIES:

- |  |   |
|--|---|
| <input type="checkbox"/> Doctor evaluation                 | <input type="checkbox"/> Be concrete                          |
| <input type="checkbox"/> Community counseling referral     | <input type="checkbox"/> Be consistent                        |
| <input type="checkbox"/> Contracts with student            | <input type="checkbox"/> Provide conversation times/topics    |
| <input type="checkbox"/> Establish routines                | <input type="checkbox"/> Family fun times                     |
| <input type="checkbox"/> Awareness of community resources  | <input type="checkbox"/> Discuss family responsibilities      |
| _____  | <input type="checkbox"/> Incentives (Intrinsic vs. extrinsic) |
| _____  | <input type="checkbox"/> Provide downtime                     |
| <input type="checkbox"/> Parenting class                   | <input type="checkbox"/> Discuss wellness: healthy eating,    |
| <input type="checkbox"/> Provide handouts on family issues | exercise, sleeping  |
| <input type="checkbox"/> Youth and Family Services         |   |

Outcome:    ☐ Goal Reached                      ☐ Goal Not Reached

Results of measurable goal(s):

Date concluded: \_\_\_\_\_

Move to next level:    ☐ Yes                      ☐ No                      Date: \_\_\_\_\_

*(Copy Form to Guidance Secretary and Team Binder)*



## School Psychologist Form

**Student Name:** \_\_\_\_\_ **House:** \_\_\_\_\_

School Psychologist: \_\_\_\_\_ Date: \_\_\_\_\_

Observations: \_\_\_\_\_

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Suggested Intervention/Direction: \_\_\_\_\_

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Ideal Measurable Outcome: \_\_\_\_\_

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(Copy Form to Guidance Secretary and Team Binder)

## School Social Worker Form

<b>Student Name:</b>	<b>Team:</b>
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School Social Worker:

Date:

Interview Notes:

Suggested Intervention/Direction:

Ideal Measurable Outcome:

(Copy Form to Guidance Secretary and Team Binder)

## **Parent Interview Questionnaire for Teacher Watch Form**

Goal: The interviewing teacher will understand level of parental support, home study environment and family commitment. This information will then be shared with the house and exploratory teachers.

Questions to ask parents:

- Is someone checking the work after it is completed?
- What are the parent's suggestions if neither they nor their child understands something?
- What time does your child go to bed at night?
- How many hours of sleep does your child get?
- How many hours of TV does your child watch?
- What does your child do specifically when he or she gets home from school?
- How much time is spent on homework?
- How much time do you spend sitting with your child?
- How much time is spent studying for tests and/or quizzes?
- Does your child know how to study? Does your child use flashcards, review notes, or rewrite information?
- Is anyone home to offer assistance?
- What time does your child start his or her homework? Does your child take breaks?
- Where does your child do his or her homework? At the kitchen table? In a room by himself or herself? In the living room in front of the TV?

## Mentor Program

### Introduction/Overview

Successful mentoring programs are based on trust. Both the mentor and the mentee must trust each other. In order for this to be accomplished, activities need to be put into place that allow for both parties to get acquainted and share with each other. The role of the mentor is not to be one of an all-knowing person. Instead, the mentor should be an empathetic listener who builds trust by sharing his or her own personal struggles so that the mentee sees they can relate to each other.

It is important to remember the vital role one undertakes in the development of the student when signing on to work with a student. They will be listening to the teacher's words, feeling the staff member's compassion, and learning from the staff member's wisdom. Remember that the role of the mentor is to be more of a listener than a wisdomatic speaker.

The following guidelines will allow you to develop a trust-based relationship that is meaningful to both parties involved and help build rapport with a student who is starving for a positive influence in his/her life.

### Vision

Create a school that has a proactive disciplinary system with positive consequences for troubled students which allows students positive interactions with adults.

### Goal

Build relationships with students that are based on trust and that teach children coping and life skills. Create positive relationships with students so that they learn how to build rapport with adults and peers in a positive way. Decrease behavioral referrals.

### Mentor Responsibilities

- 👍 A minimum of two hours per month.
- 👍 Create a schedule so the mentee understands his or her new routine.
- 👍 Complete the application process with the mentee.
- 👍 Provide activities for mentee. *Informal conversation is a small component of a mentoring program. For a student and yourself to build a trust based relationship, the mentor needs to plan activities so that there is an informal opportunity for the mentor to build a rapport and allow the student to confide in the mentor.*
- 👍 Evaluate the relationship formally and informally with the mentee.
- 👍 The relationship forged with the student may be one that continues from year to year.
- 👍 Be an active part in the student's behavioral and academic success.

Resources
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- \$20.00 per semester to be used at the mentor's discretion.
- Spend the money and submit the receipts.

Suggested Mentor Activities
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Talk:

- Review each other's week/weekend
- Share photos
- Discuss feelings toward school

Write/Read:

- Pass notes to each other – pen pal
- Cards
- Journal the activities/meetings
- Email
- Share or discuss a book

Games:

- Go to the library and play the games that are available
- Have students bring a game from home
- Bring your favorite game
- Have students teach you his/her favorite video game
- Play games on your computer

Physical Activities:

- Play catch
- Go for walks
- Fishing
- Tennis
- Kick a ball around
- Biking
- Shoot hoops in the gym
- Fly a kite

Socialize:

- Go out to lunch or bring it in
- Bring them to the mall
- Volunteer together to help the school or community
- Each brings in a CD and share musical interests

Others:

- Share your talents and teach them new skills (woodworking, sewing, other hobbies)
- Hook up with another mentor and go hiking at the state park
- Pretend you're tourists in West Bend and see the sights
- Visit a farm
- Go to the Art Museum

Support and Recognition
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At the end of the school year, the staff member and the students will receive a certificate that recognizes the efforts of both parties.

Date:

To the Parents of \_\_\_\_\_ :

One important goal at \_\_\_\_\_ Middle School is to help all students become life-long learners and contributing members of society. At times, students need support beyond the regular classroom structure to achieve their academic, behavioral, or learning goals. Your child is receiving additional help from House \_\_\_\_\_ teachers this year in an effort to support his/her achievement.

The enclosed Teacher Watch Form is documentation of the interventions we are using with \_\_\_\_\_. We are hopeful that with your support this plan will help your child be successful at Middle School.

Please review the enclosed form and keep it for your records. If you have any questions, please call \_\_\_\_\_.

Sincerely,

House \_\_\_\_\_ Teachers

## Good Friend Program

One of the interventions West Bend Middle Level teachers will be taking part in is the “good friend” program for students who are experiencing difficulties of some kind at school.

During the intervention, a specific teacher will become a “good friend” to a student. The goal of the program is to encourage, support, and pay special attention to a student who may be experiencing low self-esteem, academic or social/emotional concerns, and is not yet in any other support program.

Listed below are guidelines for teachers:

▪ Review intervention folder for student data, interests, and previous interventions.
▪ Students should not know that they have been identified for special attention.
▪ There will be no write-ups, no assessments, or no specific number of minutes required to meet with each student.
▪ The student should have genuine reinforcement and encouragement. Ask questions about his or her interests. Example: “I heard you like...(interests found in folder). How did your team do last weekend? I noticed ...”
▪ Pay a bit more attention to the student, take an interest, and develop a rapport.
▪ Spend a few extra minutes each day (or a few days per week) with the student (before class, after class, before school).

*(Please complete the form below and place in the intervention folder/binder.)*

Name of Teacher: \_\_\_\_\_

Name of Student: \_\_\_\_\_

Goal of this Intervention: \_\_\_\_\_

Date Started: \_\_\_\_\_

Student responded to the following reinforcements positively/negatively:	Result of Good Friend Program:

*Copy Form to Guidance Secretary and Team Binder*



## Glossary of Terms

Intervention -	a measurable action taken to change the behavior of a student.
Student Success Team –	this is a reviewing body that collaboratively reviews and advises teachers, students, and parents. The body consists of administration, guidance, school psychologist, school social worker, teacher representatives, and the police liaison officer. The team reviews all interventions and evaluates the need for services and resources.
Academic Behaviors -	are behaviors such as work completion, preparation, use of study time, rushing through work, and organization of materials.
Learning Behaviors –	are behaviors such as listening, speaking, reading, writing, spelling, articulating, and math calculation.
Social Behaviors –	are behaviors such as interpersonal relationship issues, following rules and expectations, inappropriate behavior, and inappropriate group behavior.
Tier 1 Interventions –	are interventions/programs that are developed and implemented for <i>all</i> children <i>100%</i> .
Tier 2 Interventions –	are interventions/programs that are developed and implemented for <i>some</i> children <i>10-15%</i> .
Tier 3 Interventions --	are interventions/programs that are developed and implemented for <i>few</i> children <i>5-8%</i> .
PRIM Manual-	Pre-Referral Intervention Manual, this book is the resource for interventions around the three behaviors.

***Remember, the only way to change a child's behavior, is to change your own.***