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**MTSS Focus of Concern Form Instruction Guide**

Purpose: the MTSS Focus of Concern form is to:

* Provide consistent and documented supports and interventions to students in need.
* A tool to support a clear process to identify student need, areas of concern and services in a timely manner.
* Establishes guidelines for site intervention teams when considering access to district-level support providers.

**Section 1**: Student Demographics: Classroom teacher or other school personnel with a concern about a student’s learning, behavior, or social emotional well-being completes the background and demographic information about the student in need of additional support. You’ll notice that some student information will be automatically generated and cannot be edited, e.g., student name, student DOB. When providing the names of referring staff, PBIS coach, and Counselor, please first click the magnifying glass icon and follow the search instructions to identify the appropriate staff name. Please select a name through the search feature, and not type the name into the box. Note: Unaccompanied youth refers to a youth not in physical custody of a parent.

**Section 2**: Strengths and Concerns: Staff generating referral provides descriptive information about the student’s strengths and needs. Please use the space provided for a brief statement about your primary student concern. In the columns below, please limit to three areas of focus per column. If the user requires additional Microsoft Word features, click the small arrow in the upper right-hand corner of the text box to expand the available toolbar.

**Section 3**: Location and Time of Behavior: Staff identifies location(s) where the presenting concern are most likely to occur. In addition, please provide an estimate of the time of day that the behavior occurs, as well as an estimate of the frequency per day/week/month in the box below titled Time and Frequency of Behavior.

**Section 4**: Prior Interventions: Classroom teacher identifies the prior interventions that have been implemented with fidelity for a **minimum of four weeks**, during the current school year. Emphasis given to strategies which fall within PBIS essential classroom elements. Check all that apply.

**Note:** Upon completion of the front four sections the **staff member generating the referral will submit the form to site administration**. This MTSS form will be automatically sent via email to the site administrator by clicking the “Submit to Administrator” button. Admin then brings MTSS form to the Intervention Team for review, problem solving, and follow up.

**Section 5**: Site-based Intervention Team: Identify the school site personnel that were present at the problem solving meeting.

Crisis Determination: At this time the team will decide if this is a crisis situation requiring immediate expedited support. In this context, a “crisis” can be defined as \_\_\_\_\_\_\_\_\_\_\_

**Section 6**: PBIS Essential Features: Problem solving team reviews identified elements to confirm that the classroom and school wide environment is consistent with the essential Tier 1 features of PBIS. Information can be obtained through teacher interview or informal classroom observation.

**Section 7**: Identified Needs: Problem solving team identifies areas of need (recommended three or less), and the intervention or additional supports that best aligns with the area(s) of need. The team now plans for follow up meetings for progress monitoring of site-based interventions. Note: if team selects MHT services, the site MHT will keep this form and begin process of providing on-site services.

**Section 8**: Requests for Additional Supports: After four weeks of intervention, the team makes data driven decisions about future interventions and supports, which may involve district or community personnel.

Thank you, if you have any questions or concerns please contact your school’s assigned PBIS coach.