

Classcraft MTSS Resources

Descriptions, Intended Uses, and Best Practices (aka Tips)

| MTSS RESOURCE | DESCRIPTION | USES | BEST PRACTICES |
|----------------------------------|--|--|---|
| Behavior Choices Contract | <p>This is a contract designed to be filled out collaboratively by a student and their teacher or supporting adult. The student is agreeing to set a goal or goals, and proposes rewards for success and agrees to consequences should they choose not to fulfill their goals.</p> | <p>The behavior choices contract provides autonomy to the student about the behaviors goals they want to work towards. This is a simple yet powerful tool to help a teacher build rapport with their student while collaboratively practicing goal-setting. Another positive about this resource is that it involves the student in their own support process, giving them autonomy in choosing their goals, consequences and rewards.</p> | <p>It's most effective for the adult and student to fill this contract out together in a relaxed one-on-one setting. Guide the student to decide on the goals, rewards, and consequences. Negotiating rewards and consequences in a kind way is a powerful teaching moment for the student to learn about appropriate rewards and natural consequences. Some students will be too harsh on themselves with inappropriately severe consequences, while others may feel they are owed inappropriately large rewards for minor effort.</p> <p>This type of contract works beautifully within Classcraft's motivational ecosystem. The "Goals" students choose can be Classcraft custom behaviors they want to practice. The consequences can be loss of HP, GP, or not being allowed to use a Power for a certain amount of time. Rewards can be XP and/or GP.</p> |

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| <p>MTSS Student Support Meeting Documentation</p> | <p>Documentation form for MTSS meetings where supporting adults evaluate supports or accommodations for a student.</p> | <p>This is a resource for MTSS coordinators to use during or after meetings with teachers, support staff, parents, and a student. Usually the purpose of these meetings is to review the effectiveness of specific support strategies for a student, or track student progress towards academic or behavioral goals. These types of meetings are often connected with a student’s individualized education plan (IEP), or MTSS at tier 2 or 3.</p> | <p>Tips for the sections of the form:</p> <ul style="list-style-type: none"> • At the start of the meeting, if meeting in person, pass page 1 of the form around so attendees can print and sign their names to document meeting attendance. • Ideally, the MTSS coordinator should fill in the Agenda before the meeting begins. It may also be helpful to provide copies of the form so everyone has the agenda in front of them, and can help write notes on their copies throughout the meeting. • At the top of page 2, the MTSS Coordinator should make a check next to the appropriate support tier for the student, and fill in the topic of the meeting, or the specific type of support being discussed in this meeting. • During the meeting, attendees should discuss the “How is it going?” section, and use their conclusion to recommend next steps. • Page 3 provides space to add/change/recommend other student support strategies and make general notes or takeaways from the meeting. <p>Note: While designed to provide a guide for MTSS support meetings, and to allow space for comprehensive notes, this resource is not intended to replace any legal documentation. School personnel should always check with district legal support to ensure adequate MTSS documentation.</p> |

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| <p>Student Daily or Weekly Check-in Sheets</p> | <p>This resource provides a supporting adult with a space to write notes from short, “check-in” meetings between themselves and a student. A student may need to check in with an adult at school on a weekly or daily basis. In addition, the student may need support for behavioral or academic reasons. Therefore, this resource is actually four documents in one: a daily or a weekly check-in sheet for academic support, and a daily or weekly check-in sheet for behavioral support.</p> | <p>This resource is for any adult who regularly meets with a student to “check in” and ask how things are going. These “check-ins” are usually informal, one-on-one conversations lasting between 5 to 15 minutes. Students may check-in with a supporting adult daily or weekly, depending on the level of support they need. While these check-in sheets are perfect for noting student progress in a MTSS setting, they are useful to any adult who wants to regularly note how a student is doing. Some examples include school counselors meeting with students on their caseload, student mentors meeting with their mentees, a teacher checking in with a student working on a long-term goal, or even a structured way for parents to stay in touch with their child’s life at school.</p> | <p>The questions on our check-in sheets are intended to be ideas for conversation starters, rather than required information. Many situations are unique and therefore, it is almost impossible to create a “one-size-fits-all” check-in sheet. Therefore, we have created four versions with the hopes that most supporting adults will find one to adequately fit their needs.</p> <p>Pro Tip: This resource can be paired with The Behavior Choices Contract to help a teacher and student document the student’s progress toward the goal(s) they set in the contract!</p> |

