



SOCIAL, EMOTIONAL,
& BEHAVIOR ACADEMY



Identification, Matching, and Monitoring Process

OBJECTIVE

Our team can review and reflect on the processes and systems that are essential to ensure students are receiving appropriate Tier 2 and 3 supports, specifically those related to identification, matching, and monitoring.

OUTCOME

Our team can identify processes that are already being used for identification, matching, and monitoring, as well as determine where systems are missing and/or can be improved.

Steps to this Tool:

- + [Part 1: Reflection](#)
- + [Part 2: Visual Model](#)
- + [Part 3: Guiding Questions](#)

Definitions	
Identification	The process used to identify which students need specific SEL and mental health supports. <i>Examples: teacher referral; office discipline records, mental health screener, family request, student self-referral, etc.</i>
Matching	The process used to match students to the specific Tier 2 or 3 support(s) that meet their identified need(s) and/or place students within the appropriate systems of support. <i>Examples: Student Support Team (SST) process, school social worker case review, etc.</i>
Monitoring	The process used to monitor fidelity of implementation and the students' progress and/or the outcome of the support. This piece of the process is then used to adjust, continue, or terminate specific supports. <i>Examples: classroom observations, clinical notes, post-assessment survey, SST period review, etc.</i>

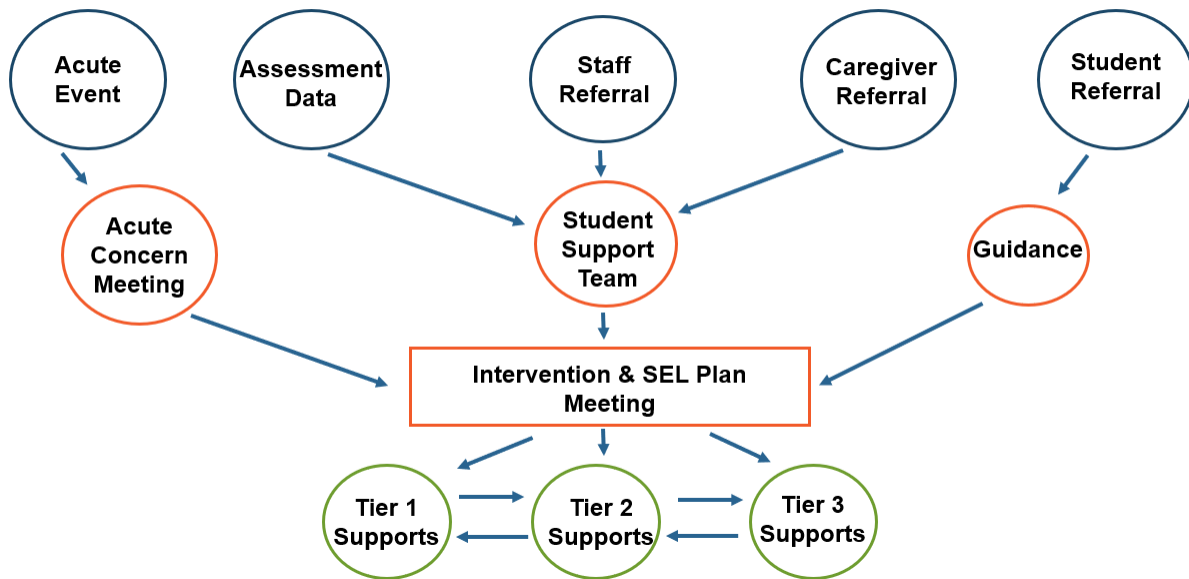
➤ Part 1 Reflection

Use the guiding questions below to reflect on your school/district's processes for identification, matching, and monitoring.

	Guiding Questions	Team Reflection
Identification	<ul style="list-style-type: none"> + How do we identify students who may need services at Tiers 2 and 3? + Who is involved in this process (teachers, families, counselors, etc)? + What data informs this process? 	
Matching	<ul style="list-style-type: none"> + What is our process for matching the student with the specific interventions that can benefit them at a given time? 	
Monitoring	<ul style="list-style-type: none"> + What is our process for monitoring how students are responding to supports they are receiving? + How is it decided whether adjustments need to be made to the supports, or a different support is needed? + How do we determine when a student is no longer in need of those supports? 	

Part 2 Visual Model

Below is a diagram showing one school's processes/systems for identification, matching, and monitoring.



Using the provided example as inspiration, draft a visual model of your school/district's process and/or systems for identification, matching, and monitoring.

› Part 3 Guiding Questions

Use the guiding questions below to reflect on your school or district's process.

1. Across our identification, matching, and monitoring systems, where are we particularly strong?
2. Where do we see opportunities for improvement across these systems?
3. What are 1-2 next steps we'd like to take based on this activity?

