

Identification Phase: Indicators of Need

PURPOSE

This purpose of this tool is to help educators expand their thinking about ways in which students are presenting in the classroom. It provides knowledge that supports identifying the types of indicators that could demonstrate a student who needs support.

DIRECTIONS:

Educators can use this tool in multiple ways:

- To expand their thinking about student context
- To determine if support beyond the classroom is needed

Note: The indicators below are merely guidelines. Schools should use their judgment to determine any additional indicators of need for students.

TIER 2 STUDENT CONCERNS

School Functioning	Externalizing Behaviors	Internalizing Behaviors	Family Needs/Concerns & Systems Involvement
<i>Refer to district or school guidelines when considering addressing the indicators below.</i>	Duration: 1-2 weeks Frequency: Every day or most days; most of the time throughout the day Scope: In class, at home and in other areas of the school		<i>The indicators below are part of a student's context and may or may not have an adverse effect on a student's functioning; these alone do not necessarily constitute a referral. Consult members of your school's student support team as needed.</i>
<ul style="list-style-type: none"> • Attendance problems • Tardiness • Missing class • Lowered academic performance 	<ul style="list-style-type: none"> • Significant noncompliance • Demonstrated verbal or physical aggression • Significant change in mood or behavior • Sexually inappropriate behavior • Substance use/abuse • Poor social relationships 	<ul style="list-style-type: none"> • Significant depressed mood • Self-harm • Social withdrawal • Sleep changes • Low self-esteem • Anxiety: worries, phobias, separation worries • Extreme preoccupation with body image, excessive weight loss • Experiencing bullying 	<ul style="list-style-type: none"> • Recent change in family status (divorce or separation from parents, increase or decrease in household membership) • Family illness • Immigration challenges or recent move from another country • Language barriers (English not the primary language spoken at home) • Bereavement • Recent hospitalization • Mental health/substance abuse treatment • Involvement with juvenile justice, Child Protective Services or foster care • Housing/food needs • Financial needs • Health/hygiene needs

Please follow your school's protocol for these indicators of immediate risk:

- Verbal and physical aggression toward self and others
- Suspicion of abuse and neglect
- Attendance

TIER 3 STUDENT CONCERNS

Students may need a referral for more intensive support if:

- The supports at Tier 2 have not been sufficient based on data and at least one review.
- The student is experiencing a crisis that is significant and urgent but does not require immediate assistance.

To learn more about the types of student concerns that may initiate a crisis (direct to Tier 3) referral, please review our [School Crisis Plan: Direct Referral \(Tier 3\)](#) form that is part of our process for [Responding to Students' Urgent Needs](#).