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| --- | --- | --- | --- | --- | --- | --- |
| **Targeted** **Group** **Intervention** | **Social/ Behavioral** | **Academic** | **Emotional** | **New Student** | **Description** | **Reference/** **Resource Materials** |
| BEP (Attention) | X | X |  |  | * Students identified and enrolled within a week
* Check-in and check-out daily with adult at school
* Regular feedback and reinforcement from teachers
* Daily performance data used to evaluate progress
* Family component
 | Crone, D.A., Horner, R.H., & Hawken, L.S. (2004). *Responding to problem behavior in schools: The behavior education program.* New York: The Guilford Press www.guilford.com |
| Breaks are Better (BEP for avoidance) |  | X |  |  | * Specific feedback for academic-related expectations
* Incentives for positive academic behavior
* Provide “replacement skills” to obtain brief break
 |  |
| Academic Behavior CICO | X |  |  |  | * Increase structure and feedback around recording assignments
* Specific feedback for academic-related expectations
* Incentives for positive academic behavior
* Student completes assignment tracker
* Meeting with parent
 | Evans, S.W., Schultz, B.K., White, L.C., et al. (2009). *A school-based organization intervention for young adolescents with AD/HD.*  School Mental Health 1(2), 78-88 |
| Mentoring |  |  | X |  | * Student matched with mentor
* Mentor meets with student 10 minutes per week
* Goal is to build a positive, non-judgmental relationship with the student
 |  |
| **Targeted** **Group** **Intervention** | **Social/ Behavioral** | **Academic** | **Emotional** | **New Student** | **Description** | **Reference/** **Resource Materials** |
| Check and Connect | X | X | X |  | * Students matched with mentor/monitor
* Mentor monitors risk factors daily/weekly
* Regular feedback and problem solving with mentor
* Intensive intervention option if risk factors increase
* Family component
 | Christenson, S.L., Thurlow, M.L., Sinclair, M.F., et al. (2008). *Check & connect: A comprehensive student engagement intervention manual.* Minneapolis, MN: University of MNici.umn.edu |
| Social Skills Training | X |  |  |  | * Identify critical skills
* Develop social skills lessons
* Teach, practice, monitor, reinforce
* Match language to school-wide expectations
* Use generalization strategies
* Provide clear and specific activities all staff follow to promote generalization
 | Elliot, S., & Gresham, F. (2008). *Social skills improvement system (SISS) intervention guide.* Minneapolis, MN: Pearson PearsonAssessments.comSecond Steps: A violence prevention curriculum[www.cfchildren.org](http://www.cfchildren.org) |
| Homework Club |  | X |  |  | * Home partners assigned
* Partners call each other to remind assignments are due
* Homework support available before/during/after school
* Reinforcers for students/teams showing improvement
 |  |
| **Targeted** **Group** **Intervention** | **Social/ Behavioral** | **Academic** | **Emotional** | **New Student** | **Description** | **Reference/** **Resource Materials** |
| Newcomers Club |  |  |  | X | * Structured program that pairs new students with established students
* Student is given orientation materials describing PBIS, tips for success, etc.
* School-wide expectations and procedures are taught
* Adults make extra effort to provide positive contact and positive reinforcement for new student
* Family contact is made by school staff
 |  |
| Zero’s Aren’t Permitted/ICU |  | X |  |  | * Incomplete assignments placed on assignment list
* Teachers write up assignment
* Lifeguard (mentor) meets with student and asks 4 questions
* Student is provided with supports and extra time to complete assignment
* Pre-established consequences for failing to completed assignments after being identified
 | Hill, D. & Nave, J. (2009). *Power of ICU: The end of student apathy…reviving engagement and responsibility.* NTLB Publishing. |