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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 MN  ici.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.com  Second 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. |