

STUDENT INTERVENTION MATCHING FORM (SIM-Form)

Instructions: The SIM-Form is designed to match students identified as emotionally or behaviorally at-risk by a universal screening process to particular Tier 2 interventions. A teacher or other staff person who is familiar with the student should complete the SIM. This form includes statements assessing a variety of student characteristics. Your job is to answer whether each statement is very true, true, untrue, or very untrue about the target student. For statements that you don't know, simply check the box that indicates so. Your answers will then be scored to determine which evidence-based Tier 2 intervention, or interventions, should be considered for implementation to address the student's emotional and behavioral needs.

Student name: _____ Person completing this form: _____

Screened as at risk for (circle the one that applies): Externalizing, Internalizing, or Both

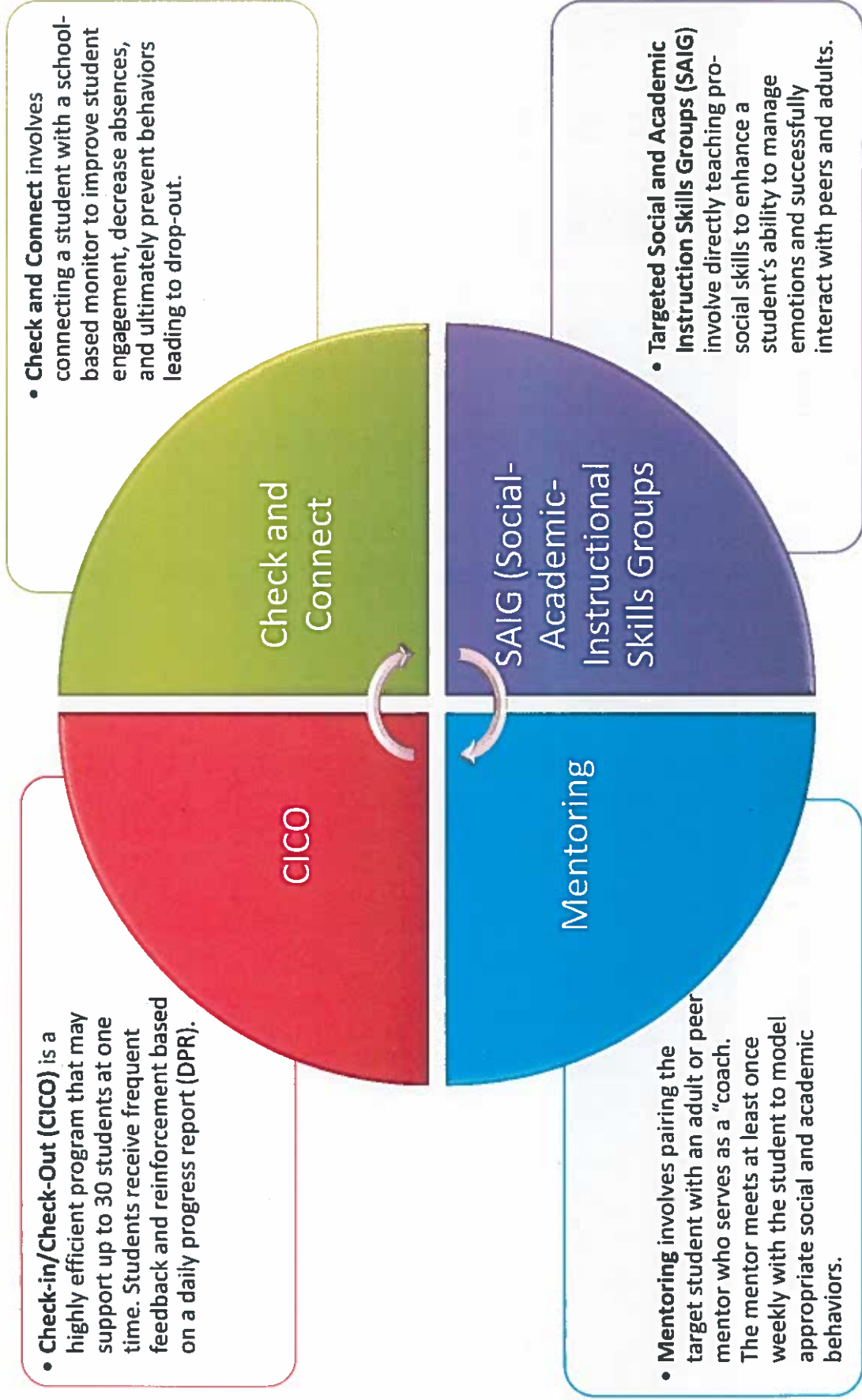
Item	Scale: very true=3, true=2, untrue=1, very untrue=0 Don't know=0	Very true	True	Untrue	Very Untrue	Don't know
1.	Good relationship with the student's parents (SHN)					
2.	Student seeks or likes attention from adults (CICO)					
3.	Student is rejected or isolated by peers (PPR)					
4.	Student is eager to earn rewards or access to privileges (BC)					
5.	Student's main problem is disruptive classroom behavior (CP)					
6.	Parents are open and willing to collaborate with the school (SHN)					
7.	Student can behave well when the appropriate incentive is available (e.g, recess, computer time, field trip, etc.) (BC)					
8.	Student can only work so long before escaping and being off-task (CP)					
9.	Student could benefit from having a positive, adult role model (CICO)					

10.	Student needs constant reminders to stay on-task (SM)				
11.	Student spends most of free time alone (PPR)				
12.	Student's main problem of concern happens with a certain degree of regularity or high frequency (SM)				
13.	Student is unaffected by school-based disciplinary consequences (reprimand, removal from class, etc.) (SHN)				
14.	Student could benefit from having nice things said about him/her (PPR)				
15.	Student's academic skills are low and, as a result, finds academic instruction and activities frustrating (CP)				
16.	With the right incentive, student's behavior likely will improve (BC)				
17.	Student could benefit from starting the day off on a good note and ending the day with praise or feedback (CICO)				
18.	Student has difficulty concentrating and staying focused until task completion (SM)				

SCORING SYSTEM (interventions with scores equal to or greater than 6 are considered reasonable for implementation)

Intervention	Items	Score (sum the items)
School-home note system	1,6,13	
Behavior contract	4,7,16	
Self-monitoring protocol	10,12,18	
Check in/Check out mentoring	2,9,17	
Positive peer reporting	3,11,14	
Class pass intervention	5,8,15	

T2 Targeted Interventions



For each intervention: How will students be referred? How is progress monitored? Who will implement? Duration?

Targeted Interventions Planning Matrix

Complete the Matrix for your school's Menu of Targeted Interventions.

Targeted Intervention	Describe the Intervention (Who, What, Where)	Student Referral Criteria	Progress Monitoring Criteria	Exit/Transition
(example) CICO		Behavior: \geq 2 ODRs/quarter. Academic: 2 or more missing assignments with in a grading period Attendance: \geq 3 absences/quarter	Average of 60-70% of daily points met.	Average 80% of daily points met for 2-3 weeks

TIER 2: TARGETED SUPPORTS

Examples of some popular Tier 2, Social Emotional Learning curriculum that may be used in small group counseling include: Kimochis, Strong Kids, Superheroes Social Skills, to name a few.

Tier 2 may also include Strategic Behavioral Interventions such as:

- **Behavior Contracts:** A behavior contract is a written document between a staff member(s), student, and possibly the parent(s) which specifies behavioral goal setting in clear, observable terms. Behavior contracts are a practical and creative way for teachers, staff and parents to help students of all ages improve skills in various areas.
- **Check-In Check-Out:** Check-In Check-Out systems are a way for students that respond well to daily feedback and building relationships with other to meet behavior or academic goals. The Check-In Check-Out system provides a daily check in between the student and an adult staff member at the school, to review the student's goal(s) for the day and receive their goal sheet. The adult staff provides encouragement and support to the student. The student check's out at the end of the school day with the same adult staff member to review progress on daily goals and received encouragement to make progress. Student also shares the completed goal sheet with the parents each night.
- **School-Home Communication System:** School-Home Communication Systems are a way to monitor progress on reducing or eliminating undesired behaviors. This system is one that works between the school and the home of the student. When student behavior reduce, positive reinforcement may be earned at both home and school so the behavior is ceased across environments.
- **Mentoring:** Mentoring is an organized youth-youth relationship experience in which one student serves as the mentor and one as the mentee for the purpose of guiding and supporting in areas of academic, social and emotional development. Development of successful peer requires thoughtful and intentional planning aligned to the needs and subsequent goals of your school.
- **Self-Monitoring:** Self-monitoring systems are a way for the student and teacher to define undesired behavior the student is displaying, then developing and implementing an intervention the student can use to track their own behaviors and progress at eliminating undesired behaviors. Students track their own behaviors and verify with the teacher to ensure fidelity. As behaviors extinguish the system does too.
- **Structured Breaks and Class Pass:** Structured Break and Class Pass systems provide a student with break cards they may use throughout the day, as appropriate. Direct instruction is given to the student on how to use the break cards and rewards may be earned for passes not used. The break taken during the use of the class pass is a structured one where the student knows how long they are to be gone, using a timer to know when to return to class.
- **Individual Visual Schedules:** Individual visual schedule systems are an easy way to provide students with consistent cues about their daily activities. They provide structure that allows a student to anticipate what will happen next and reduce anxiety by providing the student with a vision of his or her day.
- **Reward Systems:** Group reward systems are an integral tier 1 universal intervention that provides a group of students with a motivating reward following a pre-determined behavior or set of behaviors, often associated with school or class wide rules. For students for whom group rewards are not adequate to support behavior, an individual reward system provides an individual student with consistently positive responses for appropriate behavior and a concrete motivator to work toward goals. When implemented with fidelity and with a teaching component, an individual reward system helps a student to learn, apply and generalize new behavioral skills.

These Strategic Behavior Interventions are provided as examples on the following pages and video modules are available at our in the professional development section of the SELPA webpage.

Critical Friends Protocol

Presentation

- Presenters explain their project; audience listens

Clarification

- Audience asks short, clarifying questions; presenters respond

"I Like..."

- Audience shares what they liked (practices, data, etc.); presenters listen.

"I Wonder"

- Audience shares concerns (e.g., lacks features or needs development); presenters listen

Reflection

- Presenters reflect on useful feedback; audience listens

Commitment

- Presenters select 1-2 suggestions to try.

• (adapted from bie.org)



Appendix B: Targeted Interventions Reference Guide

A Reference Guide for Function-Based Support Options (Horner & Todd, 2002)

Purpose of Reference Guide

This Reference Guide is designed to be used as a map when discussing function based support needs for students. Use this reference guide when trying to determine intervention options for individual students.

Targeted Interventions Defined

Components of a targeted intervention include (a) increased structure & prompts, (b) instruction on skills, (c) increased regular feedback, and (d) the intervention is available to anyone at anytime.

Instructions

List the targeted interventions that are available in your school. Identify the possible functions that the intervention is designed to deliver by putting an X in the cell of the matrix.

Examples

- **Check In-Check Out** may offer predictable adult attention, organizational structure, and an option for accessing choices through the day.
- **Social Skills Club** participation may offer opportunities for instruction and practice on skills, choice, peer and adult attention and individualized support.
- **Reading Buddies** may offer access to peer attention, choice, option to avoid aversive situation, and individualized support.

Targeted Intervention	Check in, Check out	Social Skills Club	Reading Buddies	Homework Club	Lunch Buddies
Access to Adult Attention	yes	yes	yes	yes	yes
Access to Peer Attention	yes	yes	yes		yes
Access to Choice of Alternatives/Activities	yes	yes	yes	yes	yes
Option for Avoiding Aversive Activities	yes	yes	yes		yes
Option for Avoiding Aversive Social Peer/ Adult Attention	yes				yes
Structural Prompts for 'What To Do' Throughout the Day	yes	yes			
At Least 5 Times During the Day When Positive Feedback is Set Up	yes				
A School-Home Communication System	yes			yes	
Opportunity for Adaptation into a Self-Management System	yes	yes	yes	yes	yes

Targeted Interventions Reference Guide Map

This Reference Guide is designed to be used as a map when discussing function based support needs for students. Use this Reference Guide when trying to determine intervention options for individual students.

School: _____ Date: _____

Targeted Intervention					
Access to Adult Attention					
Access to Peer Attention					
Access to Choice of Alternatives/Activities					
Option for Avoiding Aversive Activities					
Option for Avoiding Aversive Social Peer/ Adult Attention					
Structural Prompts for 'What To Do' Throughout the Day					
At Least 5 Times During the Day When Positive Feedback is Set Up					
A School-Home Communication System					
Opportunity for Adaptation into a Self-Management System					

School Name: _____ Total School Population as of October 1: _____

Interventions	Check-in Check-out (CICO)		Social/Academic Instructional Groups		Individualized Check-In/Check-out, Groups & Mentoring		Brief FBA/BIP (Functional Behavior Assessment/Behavior Intervention Planning)		Complex FBA/BIP		Person Centered Planning (Wraparound, RENEW, Family Focus)	
	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding
July												
August												
September												
October												
November												
December												
January												
February												
March												
April												
May												
June												

Data-based Decision-rules for defining "response to intervention": Please list below your data-based decision-rule/s to determine youth 'response' for each of the six levels of intervention. Ex. Students received 80% or better on Daily Progress Report for 4 consecutive weeks.

Responding to Check-in Check-out (CICO):

Responding to Social/Academic Instructional Groups:

Responding to Individualized CICO, Groups & Mentoring:

Responding to Brief FBA/BIP:

Responding to a Complex FBA/BIP:

Responding to Person Centered Planning:

Illinois PBIS Network
**Tier 2/Tier 3 Intervention Tracking Tool
 WORKSHEET**

Social/Academic Instructional Groups

Group 1 Name:			Group 2 Name:			Group 3 Name:			Group 4 Name:			Group 5 Name:			Total for Social/Academic Instructional Groups:					
# Students Participating	# Students Responding		# Students Participating	# Students Responding		# Students Participating	# Students Responding		# Students Participating	# Students Responding		# Students Participating	# Students Responding		# Students Participating	# Students Responding				

Data-based Decision-rule/s for defining "response to intervention":

- Responding to Group 1:
- Responding to Group 2:
- Responding to Group 3:
- Responding to Group 4:
- Responding to Group 5:

Individualized CICO, Group with Individualized Feature, & Mentoring

Type/Name 1:			Type/Name 2:			Type/Name 3:			Type/Name 4:			Type/Name 5:			Total for 3 rd Type of Tier 2 Interventions					
# Students Participating	# Students Responding		# Students Participating	# Students Responding		# Students Participating	# Students Responding		# Students Participating	# Students Responding		# Students Participating	# Students Responding		# Students Participating	# Students Responding				

Data-based Decision-rule/s for defining "response to intervention":

- Responding to Type 1:
- Responding to Type 2:
- Responding to Type 3:
- Responding to Type 4:
- Responding to Type 5:

Tier 2/Tier 3 Intervention Tracking Tool

Tier 2/Tier 3 Tracking Tool Directions:

P. 1 Tracking Tool: The purpose of this tool is to progress monitor the effectiveness of PBIS interventions by comparing the number of youth supported by an intervention to the number of youth responding to that intervention (ex. if 40 out of 50 youth are responding to CICO, then CICO is operating with 80% effectiveness), as well as for examination of trends across interventions and across Tier 2 & Tier 3 systems. For each of the six intervention categories, for each month, record the total number of youth being supported by that intervention and the number of youth responding to that intervention. Note: Numbers in each box should not be added together across the rows or down the columns.

P. 2 Worksheet: The Worksheet is to be used only when there is more than one type of intervention being offered for an intervention category (i.e. two different Social Instructional Groups). Record data for each separate type/name of intervention on page 2, then combine those numbers for the aggregate report on page 1. For example, the worksheet can record that Pro-social Skills Group has 40 out of 50 youth responding and the Solution-finding Group has 30 out of 50 youth responding and this would result in a report on page 1 S/AIG of: 100 youth receiving and 70 youth responding.

Definitions of Interventions:

Secondary Interventions

CICO – Check-in Check-out: Students check-in with designated CICO Facilitator/s before the beginning and at the end of each school-day to receive positive contact, pre-corrects, reminders of school-wide expectations and, if needed, basic school supplies. At the end of each class period, classroom teachers provide youth positive behavioral feedback, based on the school-wide expectations, on a Daily Progress Report Card (DPR).

S/AIG – Social/Academic Instructional Groups: Youth are supported in a small group for direct instruction of school-wide expectations and/or replacement behaviors, including structured practice and direct behavioral feedback. Intervention leads to generalization most effectively when youth are also supported by CICO, where classroom teachers provide youth positive behavioral feedback on a DPR related to their transference of newly learned skills taught during group.

Individualized CICO, Groups & Mentoring: Individualized CICO has most of the same features as the generic CICO but includes some fairly simple individualizations (i.e. change in location of CICO, addition of more Check-ins, etc.) without creating individual student goals or goal lines (which would only come after an FBA/BIP). Mentoring involves one adult meeting with one or more students at a time, one or more times per week, to provide pre-corrects and a positive connection with the school through a supportive relationship.

Brief FBA/BIP – Functional Behavior Assessment/Behavior Intervention Plan: Brief behavior intervention plans are developed for one student at a time, based on a brief assessment of function of behavior by the Tier 2 generic problem-solving team. Brief Tier 2 behavior intervention plans address only one behavior, typically only in one setting. Interventions are chosen or designed based on youth's strengths, assessed function of behavior and skills-deficits.

Tertiary Interventions

Complex FBA/BIP – An individualized team is created specifically for one youth at a time (includes family, community, and relevant school-based adults) to assess youth strengths, skills-deficits, and function of behavior, as well as to develop a comprehensive intervention plan. Plan addresses multiple settings and/or behaviors.

Person Centered Planning (Wraparound, RENEW, Family Focus):

Wrap: An identified team facilitator engages a child and their family in developing a unique team to support youth success at home, school and in the community. Facilitator arranges for frequent team meetings to develop, refine, and progress-monitor interventions and supports that address multiple life domains across settings (home, school, and community). Plans include highly individualized interventions and supports designed based on youth strengths and big needs (quality of life indicators) identified by youth, family, and other team members.

Tier 2/Tier 3 Intervention Tracking Tool

RENEW: A specific application of wraparound for older, transition-aged youth, who are at the highest risk of suspension, expulsion, alternative placements, and dropout. Focuses on personal futures planning, individualized team development, and braided resource development.

Family Focus: providing support to families of children with autism spectrum disorders in Illinois. The Focus Family Support for Autism Spectrum Disorders combines key elements from Positive Behavior Supports with Family-Centered Planning to achieve positive changes for families and their children with autism spectrum disorders.

Examples of Definitions for Response:

Responding to Check-in Check-out (CICO): After 4 weeks, student has earned 80% or more of their Daily Progress Report (DPR) points with no new office discipline referrals (ODR's).

Responding to Social/Academic Instructional Groups: After 6 weeks of the academic skills instructional group, student has earned 80% or more of their Daily Progress Report (DPR) points, has had no new office discipline referrals, and is passing all classes.

Responding to Individualized CICO, Groups & Mentoring: After 10 weeks of mentoring, student has earned 80% of Daily Progress Report (DPR) points, has not received any new office discipline referrals, is passing all academic core classes, and has improved daily attendance by at least 50%.

Responding to Brief Function-based Interventions: After four weeks, youth has no new office discipline referrals and a 50% reduction in the identified problem behavior. In addition, student earns 80% of DPR points, and increase grades and attendance by 75%.

Responding to a Complex/Multiple-life-domain FBA/BIP: After three weeks, student demonstrates a 50% reduction in minors and ODRs and earns 80% of DPR points. In addition, 4 of 5 grades in core classes go from failing to passing and attendance increases by 50%. Post-scatter plot data indicates a 50% decrease in frequency of problem behavior. In addition, two items on both the Educational Information Tool (EI-T) and the Student Disposition Tool (SD-T) reflect sufficient progress as demonstrated by numeric improvement of at least one point.

Responding to Person Centered Planning: After four weeks, youth has a 50% improvement rate in office discipline referrals, grades, attendance and daily progress reports. In addition, SIMEO data reflects sufficient progress (numeric improvement of at least one point on two items per tool). Tools include the Student Disposition Tool (SD-T), the Home School & Community Tool (HSC-T) and the Educational Information Tool (EI-T).



PBIS Training Evaluation 2015-2016

Today's Date: _____

Please indicate the level/type of PBIS training you attended:

- Tier 1
- Tier 2
- Tier 3
- Sustainability Network
- Leadership Team Training
- Coaches/Forum

What is your role?

- Teacher
- PBIS Coach
- Administrator
- Counselor
- Parent

Please respond to the following questions about today's Positive Behavior Interventions and Support (PBIS) professional development:

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. The presenter was knowledgeable about the content included in this professional development activity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The presenter communicated information in a manner that I could understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The format of the training was appropriate for the content and the time allowed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The environment for today's training was satisfactory.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I found the content of today's training to be practical and useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The resources included in today's workshop supported the content presented.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. My knowledge about PBIS has increased as a result of today's training / workshop.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I plan to use the information from today's presentation in my work and/or everyday life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. My confidence about implementing PBIS has increased as a result of today's training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I would recommend this professional development to a colleague.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. My expectations for today's training were met.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. My overall rating of this professional development activity was favorable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. What was the most valuable component of this presentation:

14. How could today's presentation have been improved?

15. What topics, if any, would you like to receive more information about?

16. What topics would you like to see included in future presentations?
