

Targeted Interventions

A Reference Guide for Function-Based Support Options

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

Targeted Intervention Provides:						
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						

Targeted Interventions A Reference Guide for Function-Based Support Options

School: _____

Date: _____

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) availability of the intervention 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	