Practice with the Behavior Intervention Platform

Based on the information provided in the Intervention Platform, determine which Intervention would best meet the students' identified need(s).

Anywhere K-6 Intervention Platform

Table 1. Intervention Platform for Attendance Check-In

Intervention Support	Attendance Check-In
Description	**Function**: **Obtain adult attention** Targets increasing attendance by establishing a relationship with an identified adult at school to increase positive interactions with student (obtain adult attention); student checks in with identified adult before the start of the school day. Designed for students who will not come to school and not for students with medical or other needs that prevent him/her from attending school.
Entrance Criteria	**Attendance:** Students with four or more absences within a marking period, OR 5 or more referrals for tardy within a month
Permission	Permission forms will be sent home by the classroom teacher
Progress Monitoring Guidelines	**Student:** Daily attendance **Implementation Fidelity:** Assigned "Check-In" staff will complete the self-assessment fidelity checklist weekly
Decision Rules	**Maintain:** If data for fading or altering the intervention are not met, continue monitoring and reviewing progress **Fade:** 1 marking period with no more than 2 absences **Alter:** More than 1 absence in a month

Table 2. Intervention Platform for Check-In, Check-Out (CICO)

Intervention Support	Check-In, Check-Out
Description	Designed for students with persistent behavior concerns that are not dangerous; provides more immediate feedback on behavior through use of a daily progress report and additional opportunities for positive adult interactions Parents participate by signing off on daily sheets; students are assigned a staff member to check in and out with daily
Entrance Criteria	One or more of the following: Behavior: • More than 3 ODRs and student seeks adult attention Academics: Report Card marked "N" on study skills or organization
Permission	Parent permission is sent home by the identified CICO Facilitator
Progress Monitoring Guidelines	**Fidelity Data:** CICO checklist **Student Data:** Daily progress reports collected by CICO facilitator and viewed by parent/guardian Data are graphed using CICO SWIS
Decision Rules	**Maintain:** Data points at or above aim line but goal has not yet been met **Fade:** Meets goal on the daily progress report for 4 consecutive weeks – student is moved to self-monitoring phase Self-monitoring phase is exited at the end of the next marking period as long as student continues to maintain behavior **Alter:** Three consecutive data points when student's progress is not on the aim line and fidelity is established

Table 3. Intervention Platform for Second Step

Intervention Support	Second Step: Grade Six
Description	*Second Step* provides instruction in social and emotional learning with units on skills for learning, empathy, emotion management, friendship skills, and problem solving.
	This intervention is designed for students with difficulties with peer interactions and/or mild physical aggression. It specifically targets students whose behavior is maintained by peer attention.
	At sixth grade there are four units and 26 lessons. Each lesson is 30-35 minutes
Entrance Criteria	Behavior:
	• More than 2 ODRs involving peers
Permission	Parent permission is sent home by the classroom teacher
Progress Monitoring Guidelines	**Fidelity Data:**
	Second Step checklist
	Student Data:
	Daily Behavior Report from classroom teacher focusing specifically on rating peer interactions throughout the day
	Discipline Referrals
Decision Rules	**Maintain:**
	Student has not yet completed all of the lessons but is meeting the established goal on the daily behavior report
	Fade:
	Student completes all of the lessons in the program and meets goal on the daily behavior report for 3 of the last 4 weeks
	Alter:
	Three consecutive data points when student's progress is not on the aim line and fidelity is established

Lisa

Lisa is a third-grade student at Anywhere Elementary. She has had three discipline referrals in the last 6 weeks in a variety of settings. The perceived motivation for all of the referrals was adult attention.

Intervention Selection:

Rationale:

Xander

Xander is a sixth-grade student who has received multiple referrals since the start of the school year. His referrals primarily involve disagreements with peers. Academically, his teachers report that he is getting C's or better in all courses except for PE.

Intervention Selection:

Rationale: