

Social/Emotional/Behavioral Intervention Matrix

Problems in this area should include the more obvious externalizing behaviors such as disruptiveness, bullying etc. as well as the more subtle internalizing difficulties such as anxiety or depression

**As a child moves through the Tiers of interventions, frequency, intensity, and personnel time required for implementation will increase. Please keep in mind that many interventions in Tier 1 can be used in Tiers 2 or 3, but will require increased frequency, intensity, and/or personnel time.*

Universal / Tier 1 features:

- Develop and list School Wide Positive Behavioral expectations (3-5) (e.g. Be Responsible, Be Respectful, Be Ready to Learn)
- Introduce, define, and teach behavioral expectations to students and families / develop a teaching matrix and curriculum
- Acknowledge and reinforce expectations school wide in a concrete and systematic way
- Follow school wide system for responding to challenging behavior
- Provide active supervision

Specific Tier I Interventions:

- Advisory meetings
- Classroom / Team Incentive Programs
- Strategies to build classroom / team community (e.g. class meetings, etc.)
- Conferencing and contracting with students
- Homework Club

Tier 1

*Universal Interventions
(Core Curriculum)*

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<p><u>Tier 2</u> <i>Targeted Group Interventions</i></p>	<ul style="list-style-type: none">- Social Contracting- Check In / Check Out- Social Skills Training / Group (e.g. after school programs, Gymtastic)- Group Counseling- Mentoring- PASS program (Preparing and Supporting Self Managers)
<p><u>Tier 3</u> <i>Intensive Individual Interventions</i></p>	<ul style="list-style-type: none">- Simple Functional Behavior Assessment (FBA)- Behavioral or mental health rating scale.- Simple Behavior Education Plan (BEP) based on FBA- If problems persist and/or intensify then a more structured problem solving process- Behavioral Observations by non classroom personnel- In depth Behavior Education Plan (BEP).- Comprehensive FBA