



Elementary SEL Intervention Menu

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Attendance Interventions

Tier 1 Universal Instruction for ALL Students: Teacher/Guidance Counselor

Tier 1 attendance support represents universal strategies to encourage good attendance for all students. When implemented throughout the school year, tier one creates a culture of attendance at school that especially helps at-risk (missing 5-9%) students who are on the verge of chronic absence avoid it.

Intervention	Eligibility	Description	Person Monitoring	Resources
Attendance Guidance Lessons	All Students	School Counselors will teach attendance lessons to all grade levels. This will be done at the beginning of the year or as a refresher when needed.	NA	K- Attendance Lesson Plan K- Attendance powerpoint K- Attendance story/printable 1- Attendance Lesson Plan 1- Attendance story/printable 2- Attendance Lesson Plan 3- Attendance Lesson Plan 4- Attendance Lesson Plan 5- Attendance Lesson Plan
Attendance Incentives	All Students	Incentives to provide to students who show good attendance or growth in attendance.	NA	Universal incentive guidelines Universal Classroom Incentive picture Whole Class Rewards BINGO All Class Incentive Resource: Classroom Attendance Goals



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<p>Familial Relationship Building</p>	<p>All Students</p>	<p>When students are unexcused more than twice or have 2-3 tardies, staff can communicate with parents/guardians to determine barriers or support needed in helping their child be at school.</p>	<p>Classroom Teacher</p>	<p>Message Prompt: "Hello. We missed ____ today. We hope everything is ok. Your child plays a valuable role in our classroom learning environment and it is our hope that he/she will return tomorrow."</p>
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Attendance Interventions

Tier 2 Structured, moderate-intensity interventions for a few students: PPS, Admin

These interventions target students who have moderate chronic absence (missing 10% to 19%) and when implemented with fidelity, can go a long way towards reducing a school's chronic absence rate.

Beaver Dam Attendance Policy

- 3 unexcused absences (in a semester) - letter sent and phone call home
- 5 overall absences (in a year) - letter sent home
- Excessive tardiness (10 or less in a semester)

Intervention	Eligibility	Description	Person Monitoring	How Monitored	Resources
Family/Student Check & Connect	Students considered Moderate Risk for current year absenteeism (Students with 3 unexcused absences or 5 total absences)	Counselor conferences with the student and calls the family to share attendance concerns and see if there are any barriers to attendance. Appropriate plan of action. Counselor makes a record of the call and information gained.	Counselor	One Time Call	
SAIG Groups	Students considered Moderate Risk for current year absenteeism (Students with 3 unexcused absences)	An attendance SAIG group is created by the school guidance counselor. The attendance group meets weekly for 6 weeks. The guidance counselor delivers lessons in relation to attendance and the importance thereof.	Counselor	Attendance Data SAIG group observations	Good Attendance Rocks Group School Attendance Matters Group



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	or 5 total absences)				Milwaukee Schools SAIG Groups
Attendance CICO	Students considered Moderate Risk for current year absenteeism (Students with 3 unexcused absences or 5 total absences)	This is an individualized point system in which students receive positive points and interactions with adults based on their attendance. Students will participate in CICO for 6-8 weeks.	Counselor	CICO Data Collection Attendance Data	Monthly student chart Monthly incentive sheet Greeter Cues Greeter Procedures Monthly tracking tool 6 or more ODR Success plan and contract



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Attendance Interventions

Tier 3 Targeted, high-intensity interventions for very few students: PPS, Admin, SRO

Tier three approaches are critical for our most vulnerable students who face serious hurdles to getting to school and may be homeless, involved in foster care or in the juvenile justice system.

Beaver Dam Attendance Policy

- 5 unexcused absences (in a semester)- letter sent and meeting with parent/guardian
- 10 overall absences (in a year) - letter sent and parent/guardian meeting
- Excessive tardy (more than 10 in a semester) - letter sent and phone call to parents/guardians

Attendance Plan	Students considered High Risk for current year absenteeism (5 unexcused absences in a semester, 10 overall absences, excessive tardiness)	A plan specific to the student is written and monitored. This can include incentives, altered schedules, transportation arrangements, adult connections, etc... The plan is to be developed by the administrator, guardian, and student.	Principal	Attendance Data Monitored Weekly Exit considered when reaches "low risk" Parent Interview form Student Interview form
Warning of Habitual Truancy and Truancy Meeting	Students who have missed 10 or more days of school.	Follow District Attendance Protocols	Principal	Letter sent home Phone call home Discussion at SIT team
County or SRO	Unexcused absences	Follow County Referral Guidelines	Principal & SRO	Secretary will send absences to



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Referral	do not improve after WHT/Truancy			county worker anytime there's a future absence Court date
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Behavior Interventions

(Tier 1) Universal instruction for ALL students: Teacher

Universal instruction allows all learners to access high-quality instruction designed to prevent problem behavior from occurring in the first place. These universal supports are provided by the classroom teacher. At least 80% of students have their needs met through Universal instruction.

- PPS staff & school staff available for coaching, team-teaching, monthly grade-level meetings, and collaboration as needed
- Classroom teacher contacts student, parent/guardian about on-going student behavior
- No formal documentation needed: documentation is your lesson plans, records of small group and individual conferences, and observation notes
- Monitoring at this tier is through office discipline referrals (ODRs) -[BD Major/Minor Definitions](#)

Intervention	Eligibility	Description	Person Monitoring	Resources
Active Supervision	All students	Active supervision is a highly proactive practice of moving continuously, scanning all areas of the setting, and interacting positively with authenticity.	All staff	Slide 7
Behavior Specific Praise	All students	Behavior-specific praise is a positive statement directed toward a student or group of students that acknowledges a desired behavior in specific, observable, and measurable terms	All staff	Behavior Specific Praise Article Slide 15
Choices	All students	Choices allow children to partake in the decision-making process which increases engagement and decreases challenging	All staff	Edutopia Choices Article Slide 9



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		behavior.		
Encouraging Specific Behavior	All students	A set of strategies that encourage appropriate behavior by instructing what is expected, communicating positive examples, giving specific and meaningful feedback, and motivating students with reinforcers designed to promote a growth mindset and community inclusion.	Classroom teacher, MAPES teachers	Snapshot of Encouraging Specific Behaviors Slide 5 Continuum of Responding to Challenging Behaviors
Emotional Regulation	All Members of the Learning Community (Adults can practice monitoring and regulating their emotions)	Teach emotions, recognizing what emotions we are feeling, and teach how to respond to those emotions.	All staff	Zones of Regulation Emotional Regulation Toolkit Wheel of Emotions (p. 77)
Establish Expectations and Procedures	All students	<ul style="list-style-type: none"> • Classroom expectations are aligned with school-wide expectations • Classroom teaching matrix is complete, displayed, taught, and revisited as needed • Expectations and procedures are equitable and developmentally and culturally appropriate • Collaboratively establish expectations and procedures with students <ul style="list-style-type: none"> ○ Hopes and Dreams activity with students 	All staff	Classroom Matrix Snapshot Procedures Checklist RC Hopes and Dreams (Slides 20-24)



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		<ul style="list-style-type: none"> • Reflect and revise expectations as needed throughout the year 		
Explicitly teach and practice expected behaviors	All students	<ul style="list-style-type: none"> • School-wide/classroom expectations are positively stated, used consistently, and explicitly defined, taught, and practiced • Expected behaviors are taught in context <ul style="list-style-type: none"> ◦ Interactive Modeling • Expected behaviors are practiced by students • Embedded, ongoing, social skill lessons (Morning Meeting, Read Alouds, Cooperative Learning Activities) 	All staff	Teaching Procedures Social Skills Read Alouds RC Interactive Modeling (Slides 25-28)
Engagement and OTR	All students	Lesson plans and instructional strategies designed so that multiple students are involved in thinking and problem-solving, rather than one-at-a-time.	All staff	Snapshot- Opportunities to Respond Slide 4
Foster Positive Relationships	All students	<ul style="list-style-type: none"> • Positive classroom culture and relationships are built before focusing on academics • Demonstrate knowledge and caring about individual students' lives beyond the class and school • Intentionally leverage student strengths and assets <p>Responsive Classroom Resources: Morning Meeting</p>	All staff	Tools for Building Relationships with Students Asset Based Teaching



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		Closing Circle		
Goal Setting	All students	Students set an SEL goal to work towards throughout the year. Staff can empower students to set goals and celebrate with them when they reach their goals. Students can reflect on their learning and see where they grow.	All staff	
Logical Consequences	All students	<ul style="list-style-type: none"> A strategy that seeks to help children learn from their mistakes. Students are more apt to learn from mistakes when adults implement consequences with respect and firmness and are related to the student's actions. 	All staff	Logical Consequences Article Slide 6, 7, 8, 9
Physical Environment	All students	Arranging and organizing the physical space so all students can see, hear, move freely, and engage to maximize learning and allow for active supervision.	All staff	Slide 6
Pre-Corrections	All students	Identifies predictable contexts that often result in problem behavior and provides students with support, prompts, and reinforcement for engaging in appropriate behavior.	All staff	Slide 3
Restorative Breaks	All students	Providing students with breaks throughout the academic day. Responsive Classroom Resources: Cool down corner, reflection station, etc.	All staff	Slide 14 Mindfulness Mindful Minute



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		Quiet Time		
Restorative Conversations	All students	Restorative conversations allow the teacher to demonstrate empathy, teach children how to resolve conflict, and most importantly, allow students to have a voice. It's an opportunity for both the teacher and student to express their feelings about what's going on in the classroom while setting high expectations.	All staff	Article on Restorative Conversations 6 Steps for a Restorative Conversations
Student Greetings	All students	A strategy where staff invest in a few moments to greet students by name when they enter into their classroom.	All staff	Positive Greetings at the Door Slide 4
OT Suggested Strategies				
Clothing Management	All students	Students may have difficulty with clothing fasteners such as snaps, zippers, buttons, etc. due to deficits in fine motor control, bilateral coordination, motor planning, finger isolation, pinch strength.	All Staff	Clothing Management
Copying	All students	Near Point copying refers to copying from a book, paper, or other source that is placed on the student's desk or other location close to the student. Far Point copying is the ability to take in, recall, and copy information from a distance, such as a whiteboard in the front of the room.	All Staff	Near Point Copying Far Point Copying
Handwriting	All students	Challenges with letter formation and size can lead to handwriting that is difficult to read. In addition,	All Staff	Letter Formation Letter Reversals



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		inefficient writing habits can contribute to fatigue or intolerance when writing. Factors that can affect letter formation and size include things such as visual memory, hand-eye coordination, motor control, and visual perception.		Hand Fatigue When Writing Pencil Grasp Placement of Letters on a Line Pencil Pressure - Too Much or Too Little Spacing Between Letters and Words
Organizing Materials, Written work, and completing worksheets	All students	Difficulty with executive functioning can affect a student's ability to organize materials and manage time. Students may struggle with skills such as prioritizing, initiating tasks, following directions, and time awareness.	All Staff	Organizing Materials Organizing Written Work
Scissor Skills	All students	Cutting is a classroom skill that requires a lot of component skills such as fine motor, visual perceptual, and bilateral coordination skills.	All Staff	Scissor Skills
Sitting Still	All students	Students are asked to sit for a lot of their day. It can be really challenging for some kids to sit for long periods of time. Some simple strategies can help give kids the movement and sensory input they need in order to be more successful when they need to sit.	All Staff	Sitting Still



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<p>Standing and Walking In Line</p>	<p>All students</p>	<p>Some students have difficulty standing or walking in line. Young students may not have had a lot of experience or practice with lines. Standing still in line can also be difficult for students who have a hard time concentrating or who have a higher need to move.</p>	<p>All Staff</p>	<p>Standing and Walking in a Line</p>
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Behavior Interventions

(Tier 2) Structured, moderate-intensity interventions for a few students: Teacher in collaboration with SIT Team/PPS Staff

Intensified, focused intervention is provided in addition to universal instruction.

These are short-term interventions provided to supplement ongoing universal efforts. At this level, problem-solving and intervention efforts are more collaborative. Tier 2 interventions are typically planned in conjunction with a building-based interventionist or problem-solving team but are often implemented by the classroom teacher. 5-15% of students access this level of support in addition to universal.

- **Data rule indicates a need for Tier 2 support**
 - Two or more Majors or Six or more Minors within six weeks
 - If the data rule has not been met, classroom teacher fills out Tier 1 Behavioral Intervention Form and submits to PPS
- **PPS contacts parent/guardian about intervention and provides regular updates**
- **After 4-6 weeks, collaborate with the SIT team to determine next steps (examples include an additional 4-6 week intervention with modifications, layered interventions, moving to Tier 3 intervention, etc...)**
 - **Documentation needed: data regularly collected based on tier 2 intervention**

Intervention	Eligibility	Description	Person Monitoring	How Monitored & Exit Criteria
Skills & Expectations Re-Teaching (SAIG Group)	Students who have had multiple referrals or incidents with similar behaviors that impede their learning and/or learning of peers.	<p>The student meets 1:1 or up to 1:3 with an adult who reviews expectations, reteaches expectations, model expectations, and role-play expectations.</p> <p>PPS staff form a group as a common need arises to support students. The group is 6-8 weeks in length and meets weekly for 15-20 minutes.</p> <p>MPS SAIG Curriculum</p>	Administrator, Psychologist, Social Worker, Counselor	<p>Behavior Monitoring: Teacher/Staff feedback and Referrals</p> <p>Look at data after the SAIG group is complete and for the next coming weeks.</p>



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Peer Mentoring	Any student who displays a disconnect in academic behavior or social behavior.	<p>Peer mentoring in schools involves two students engaging in a structured, supported, and purposeful relationship on a regular basis. Most often the mentor is a few years older than the student they are mentoring and brings with them life experience and leadership.</p> <p>The peer mentoring meets 1x-2x weekly during teacher determined times.</p>	Classroom teacher, PPS Staff	Behavior Monitoring: Teacher/Staff feedback and Referrals
Check In Check Out	A student who is struggling with Tier 1 goals and behaviors, has low engagement in class participation and classwork and is a student who responds positively to adult attention.	<p>Students assigned to a CICO intervention check in with a coach/mentor at the beginning of the day to set goals for the day. This adult can be a counselor or other staff member who is not an instructor for that student. Typically, the student uses a "BD CICO" that spells out the goals for each part of the day. As the student progresses through the day, their teachers evaluate behavior and assign points for meeting their daily goals. At the end of the day, the student checks out with the same staff member they began the day with, assessing their points total for the day. The final component of this process involves the student taking their points card to a parent at home, returning it signed at the next morning check-in.</p>	CICO Greeter, PPS Staff, Admin	<p>CICO Point sheet is calculated each day for 6-8 weeks and data is imputed into eduCLIMBER.</p> <p>Exit Criteria: 80% for 4 weeks or 20 days *Data will be reviewed after 6-8 weeks and next steps will be determined*</p>



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Weekly Mentor	<p>When students are unsuccessful with academic behavior or social behavior.</p> <p>When a student is having significant issues getting along with others.</p> <p>When students exhibit very little motivation and effort or just do not seem to care about work and/or behavior.</p>	<p>The student meets with the selected adult mentor one time weekly for 15 minutes. During this time, the mentor is building a positive, trusting relationship with the student. Mentors should try to do something fun or engaging with the student, like shooting a basketball, playing cards, or talking about a common topic of interest. Mentors should listen, listen, listen! Mentors should help students to set goals, plans, and solutions.</p>	PPS staff, Adult available to Mentor, Admin	<p>Behavior Monitoring: Teacher/Staff feedback and Referrals</p>
Social Stories	<p>When a student is lagging in social skills or coping skills, those skills need to be explicitly taught and modeled within the environment where the student is struggling.</p>	<p>Culturally responsive social stories model appropriate social interaction by describing a situation with relevant social cues, other's perspectives, and a suggested appropriate response.</p>	Classroom teacher, PPS staff	<p>Behavior Monitoring: Teacher/Staff feedback and Referrals</p> <p>(Person implementing should be monitoring explicit skills we are reteaching/modeling)</p>
Correction Planning/Plan B	<p>When other interventions have been unsuccessful and staff want to problem solve with the student.</p>	<p>Plan B involves four basic steps. The first step is to identify and understand the child's concern about the problem to be solved and reassure him or her that imposition of adult will is not how the problem will be resolved. The second step is to identify and share the adults' concerns about the same issue. The third step is where the child is invited to brainstorm solutions together with the adult. The fourth and final step is where the child and adult work together to assess potential solutions and choose one that is both realistic and mutually satisfactory.</p>	Admin, PPS staff, classroom teacher, student	<p>Behavior Monitoring: Teacher/Staff feedback and Referrals</p>



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Class Pass	https://www.interventioncentral.org/behavior_management_escape_avoidance_Class_Pass			Exit Criteria:
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Behavior Interventions

(Tier 3) Targeted, high-intensity interventions for very few students: Teacher with Pupil Services

These supports are reserved for the small group of students who don't respond to universal or targeted services or when the intensity of the problem warrants a greater level of support. At this level, a much more comprehensive, resource-intensive approach is required and the most highly skilled personnel in the building participate. 1-5% of students need access to this level of support. Non EEN form is required for parent consent for some T3 interventions.

- PST meets to determine next steps
 - Could include parents/guardians
- PST determines communication with the classroom teacher following intervention timelines
 - PPS will check in with classroom teacher to check intervention fidelity/barriers
- PST determines communication provided to parents/guardians following meeting
- Documentation needed: PST form, informal FBA, any additional written observations
- Interventions must be implemented to fidelity.
- PST with meet every 4-6 weeks to review/revise progress monitoring data
- T2 interventions may be considered T3 if layered and intensified

Interventions	Eligibility	Description	Person Monitoring	How Monitored
Formal FBA/BIP (Functional Behavior Assessment & Behavior intervention plan)	<ul style="list-style-type: none"> • Excessive discipline incidents and/or suspensions • Student in crisis situation • Failure in majority of academic classes • Exposure to adverse childhood experiences, resulting in behaviors preventing the student access to learning 	<ul style="list-style-type: none"> • An FBA's purpose is to identify the function of a student's behavior. An FBA consists of information-gathering procedures that result in a hypothesis about the function(s) that the behavior is serving for the student. • A BIP has three parts, lists the problem behavior, describes why it happens, and puts in place strategies and a plan to fix it. 	School Psychologist or Behavior Interventionist	<p>The BIP should include a way to collect and monitor data specific to the behavior of concern.</p> <p>EduClimber data</p>



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	<ul style="list-style-type: none"> No response to T1 or T2 supports and interventions Positive result from threat assessment The need for special education services that provide an IEP 	<ul style="list-style-type: none"> May or may not include previously listed interventions. This may naturally occur as part of our process or may be considered a separate entity. 		<p>Office Discipline Referrals (ODRs)</p> <p>Individualized CICO</p> <p>Tier 2 Intervention data</p> <p>Attendance</p> <p>Time spent out of the classroom (i.e., office, counselor, nurse, etc.)</p> <p>B.E.S.T Screener</p> <p>Exit Criteria: PST determines goals, exit criteria, and fidelity of intervention</p>
<p>Individual Academic and Behavior Instruction Design</p>	<ul style="list-style-type: none"> Excessive discipline incidents and/or suspensions Student in crisis situation Failure in majority of academic classes Exposure to adverse childhood experiences, resulting in behaviors preventing the student access to learning No response to T1 or T2 supports and interventions Positive result from threat 	<p>A plan (such as online learning, project based learning, or alternative settings for learning) in which a student receives a different design for learning but still has access to core instruction (This is an individualized specialized plan for general education students)</p>	<p>PPS, Admin</p>	<p>EduClimber data</p> <p>Office Discipline Referrals (ODRs)</p> <p>Individualized CICO</p> <p>Tier 2 Intervention data</p> <p>Attendance</p> <p>Time spent out of the classroom</p>



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	<ul style="list-style-type: none"> assessment The need for special education services that provide an IEP 			<p>(i.e., office, counselor, nurse, etc.)</p> <p>B.E.S.T Screener</p> <p>Exit Criteria: PST determines goals, exit criteria, and fidelity of intervention</p>
Individualized Counseling	<ul style="list-style-type: none"> Excessive discipline incidents and/or suspensions Student in crisis situation Failure in majority of academic classes Exposure to adverse childhood experiences, resulting in behaviors preventing the student access to learning No response to T1 or T2 supports and interventions Positive result from threat assessment The need for special education services that provide an IEP Consider notification/parent consent form for continued support 	One-on-one counseling with PPS designed to focus on and teach a student replacement behaviors that address the undesirable behavior's function.	PPS staff, Admin	<p>EduClimber data</p> <p>Office Discipline Referrals (ODRs)</p> <p>Individualized CICO</p> <p>Tier 2 Intervention data</p> <p>Attendance</p> <p>Time spent out of the classroom (i.e., office, counselor, nurse, etc.)</p> <p>B.E.S.T Screener</p> <p>Exit Criteria: PST determines goals, exit criteria, and fidelity</p>



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				of intervention
<p>Structured Day Plan (p. 183 Behavior Solutions)</p>	<ul style="list-style-type: none"> Excessive discipline incidents and/or suspensions Student in crisis situation Failure in majority of academic classes Exposure to adverse childhood experiences, resulting in behaviors preventing the student access to learning No response to T1 or T2 supports and interventions Positive result from threat assessment The need for special education services that provide an IEP 	<p>A specific and individualized daily schedule for a student who needs the tightened structure and routine to master and generalize learned behavior skills.</p> <p style="text-align: center;">Scheduled breaks Visual schedule Expected work completion</p>	<p>PPS, Admin, Classroom teacher</p>	<p>EduClimber data</p> <p>Office Discipline Referrals (ODRs)</p> <p>Individualized CICO</p> <p>Tier 2 Intervention data</p> <p>Attendance</p> <p>Time spent out of the classroom (i.e., office, counselor, nurse, etc.)</p> <p>B.E.S.T Screener</p> <p>Exit Criteria: PST determines goals, exit criteria, and fidelity of intervention</p>
<p>Structured Recess Plan (p.154-155 Behavior Solutions)</p>	<ul style="list-style-type: none"> Excessive discipline incidents and/or suspensions, specifically during recess Student in crisis situation Failure in majority of academic classes 	<p>Structured activities designed to help a student generalize learned behavior skills in all settings.</p>	<p>PPS, Admin, Recess supervisors, Classroom Teachers</p>	<p>EduClimber data</p> <p>Office Discipline Referrals (ODRs)</p> <p>Individualized CICO</p>



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	<ul style="list-style-type: none"> • Exposure to adverse childhood experiences, resulting in behaviors preventing the student access to learning • No response to T1 or T2 supports and interventions • Positive result from threat assessment • The need for special education services that provide an IEP 			<p>Tier 2 Intervention data</p> <p>Attendance</p> <p>Time spent out of the classroom (i.e., office, counselor, nurse, etc.)</p> <p>B.E.S.T Screener</p> <p>Exit Criteria: PST determines goals, exit criteria, and fidelity of intervention</p>
<p>Ten-Day Intensive Plan (p. 195 Behavior Solutions)</p>	<ul style="list-style-type: none"> • Excessive discipline incidents and/or suspensions • Student in crisis situation • Failure in majority of academic classes • Exposure to adverse childhood experiences, resulting in behaviors preventing the student access to learning • No response to T1 or T2 supports and interventions • Positive result from threat assessment • The need for special education services that provide an IEP 	<p>An intensive plan designed by all stakeholders to provide a student daily one-on-one remediation structures with support and check-in support for ten days.</p>	<p>PPS, Admin, Behavior Support</p>	<p>EduClimber data</p> <p>Office Discipline Referrals (ODRs)</p> <p>Individualized CICO</p> <p>Tier 2 Intervention data</p> <p>Attendance</p> <p>Time spent out of the classroom (i.e., office, counselor, nurse, etc.)</p> <p>B.E.S.T Screener</p>



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				Exit Criteria: PST determines goals, exit criteria, and fidelity of intervention
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NOTE: In the case of high-intensity behaviors where a pattern has been established, an immediate jump to Tier 3 level of intensive problem-solving may be warranted.



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Emotional & Mental Health Needs

Intervention	Eligibility	Description	Person Monitoring	How Monitored
Student Assistance Group (SAIG) or Individual Counseling Targeting Emotional or Mental Health Need	When previous behavioral interventions have not been successful or when a student's concerns have risen to a level to need more intensive school services.	PPS staff will work directly with the student in a small group or individual counseling session targeting the emotional or mental health need. A research-based intervention or technique should be utilized that is targeted for the specific concerns that student is experiencing.	PPS Staff	Behavior Monitoring: Teacher feedback, Referrals Look at data after SAIG group is complete and for the next coming weeks. Exit Criteria:
Mental Health Referral (Doll and Associates)	These supports are reserved for students who don't respond to universal or targeted services or when the intensity of the problem warrants a greater level of support.	Students will work one-on-one with a mental health professional that comes into the school for scheduled sessions. Families will fill out the corresponding form, with PPS staff assisting as needed. Once complete, staff can scan and send the form to doll and associates Intake Form Ages 10 and Under Intake Form Age 11 Intake Form Ages 13-17	Mental Health Professional	EduClimber data Office Discipline Referrals (ODRs) Conversations with Mental Health Professional Exit Criteria: