

I-Teams

Tier 1

Positive Relationship
CHAMPS
Class Rules
WARRIOR WAY

The 4 R's and Think Sheet

CONSISTENCY
IS THE KEY!



Tier 2 (I-Teams)

Intervention 1 - Business as usual - Use a common sense intervention for 2 weeks. If the student does not improve with this intervention move to Intervention 2.

Intervention 2: Teachers complete the following:

- [SDQ Questionnaire](#) (print hard copy)
- [SDQ - Digital Copy](#)
- [SDQ - Instructions for I-Team](#), [SDQ for Teachers Video](#), [SDQ for I-Team Leaders Video](#)
- Choose Intervention (See Below in Tier 2 Flow Chart)

Intervention 3 - intensify Intervention used in Intervention #2 (Add another layer). Remember we are probably not going to “Cure” the situation, but we can learn to manage it.

Tier 2 continued

Intervention Flow Chart

Hyperactive/Inattention (Self Regulation Strategies)	Peer Problems (Social Problem Solving)	Emotional (CBT)	Conduct Problems (CI/CO variations)	Pro Social (Social Problem Solving)
<p>Borderline (6)</p> <p>1. Goal Setting Worksheet 2. SMART Goal Worksheet</p> <p>Office</p>	<p>Borderline (4)</p> <p>LRI Behavior Contract</p> <p>ITeams</p>	<p>Borderline (5)</p> <p>Coping Cat</p> <p>Office</p>	<p>Borderline (5)</p> <p>Check In/Check Out Form</p> <p>ITeams</p>	<p>Borderline (5)</p> <p>LRI Behavior Contract</p> <p>ITeams</p>
<p>Abnormal (7-10)</p> <p>LRI Self Monitor Form</p> <p>ITeams/Office</p>	<p>Abnormal (5-10)</p> <p>1. Training with counselor 2. ABCD Problem Solving Worksheet 3. Social Skills</p> <p>Office</p>	<p>Abnormal (6-10)</p> <p>Coping Cat</p> <p>Office</p>	<p>Abnormal (4-10)</p> <p>1. Check In/Check Out Form 2. Check In, Check Up, Check Out 3. Check, Connect, & Expect</p> <p>ITeams/Office</p>	<p>Abnormal (0-4)</p> <p>1. Training with counselor 2. ABCD Problem Solving Worksheet 3. Social Skills</p> <p>Office</p>
<p>Resources: Self Monitoring Self Monitoring Forms Self Graphing</p>	<p>Resources: Contracts Behavior Contract Video</p>	<p>Resources:</p>	<p>Resources: Check In Check Out at LRIS Check and Connect video CI/CO Article CI/CO Article 2</p>	<p>Resources: Contracts Article Behavior Contract Video</p>

Extra Resources

[Incentive Generator](#)

[Behavior Checklist Generator](#)

[Resources for Autistic Students](#)

	A	B	C	D	E	F
1	Student Name:		Enter an "x" in the column that fits the student for each question			
2	Number	Questions	Not True	Somewhat True	Certainly True	
3	1	Considerate of other people's feelings				
4	2	Restless, overactive, cannot sit still for long		X		
5	3	Often complains of headaches, stomach-aches or sickness				
6	4	Shares readily with other children, for example, toys, treats, pencils				
7	5	Often loses temper				
8	6	Rather solitary, prefers to play alone				
9	7	Generally well behaved, usually does what adults request				
10	8	Many worries or often seems worried				
11	9	Helpful if someone seems hurt, upset, or feeling ill				
12	10	Constantly fidgeting or squirming				
13	11	Has at least one good friend				
14	12	Often fights with other children or bullies them				
15	13	Often unhappy, depressed, or tearful				
16	14	Generally liked by other children				
17	15	Easily distracted, concentration wanders				
18	16	Nervous or clingy in new situations, easily loses confidence				
19	17	Kind to younger children				
20	18	Often lies or cheats				
21	19	Picked on or bullied by other children				
22	20	Often offers to help others (parents, teachers, other children)				
23	21	Thinks things out before acting				
24	22	Steals from home, school, or elsewhere				
25	23	Gets along better with adults than other children				
26	24	Many fears, easily scared				
27	25	Good attention span, sees work through to the end				
28						
29						
30						
31						
32						
33						
34						
35						
36						
37						
38						

Steps:
 1. Simply type student name and then fill out questionnaire by placing only 1 X per question.
 2. When completed click on Answers tab below to see results.

SDQ Record Sheet

Name Age Male/Female Clinic/Study Number

SDQ completed by: **PARINEE** on

TEACHER on

SELF on

SDQ scoring XLSX ☆

File Edit View Insert Format Data Tools Help All change

100% | \$ % .0 .00 123 ▾ Default (▾

Categories			
A	B	C	D
Categories		Total per Category	
1 Overall	All Except 1, 4, 9, 17, 20	21	
3 Emotional	3, 6, 13, 16, 24	3	
4 Conduct	5, 7, 12, 18, 22	5	
5 Hyperactivity	2, 10, 15, 21, 25	10	
6 Peer problems	6, 11, 14, 19, 23	3	
7 Prosocial	1, 4, 9, 17, 20	3	
8			
9			
10			

Take scores from SDQ and compare to Record sheet scale.

Scale	Normal	Borderline	Abnormal
Total difficulties	P 0 1 2 3 4 5 6 7 8 9 10 11 T 0 1 2 3 4 5 6 7 8 9 10 11 S 0 2 4 6 8 10 11 12 13 14 15	16 16 16 16 16 16 16 16 16 16 16 16	16 17 18 19 20 21 22 23 24 25 26 27
Emotional symp.	P 0 1 2 3 4 5 T 0 1 2 3 4 S 0 1 2 3 4	3 3 3 3 3	5 5 5 5 5 5 5 5 5 5 5
Conduct problems	P 0 1 2 3 4 5 T 0 1 2 3 4 S 0 1 2 3 4	3 3 3 3 3	5 5 5 5 5 5 5 5 5 5 5
Hyperactivity	P 0 1 2 3 4 5 T 0 1 2 3 4 5 S 0 1 2 3 4 5	3 3 3 3 3	5 5 5 5 5 5 5 5 5 5 5
Peer problems	P 0 1 2 3 4 5 T 0 1 2 3 4 S 0 1 2 3 4	3 3 3 3 3	5 5 5 5 5 5 5 5 5 5 5
Prosocial behav.	P 10 9 8 7 6 5 T 10 9 8 7 6 5 S 10 9 8 7 6 5	5 5 5 5 5	3 3 3 3 3 3 3 3 3 3 3

Now as an I-Team you get to determine the areas of highest need. This information will now be used to determine an intervention that is measurable.

Fri, Sep 6, 10:42 AM (3 days ago)

Both of these indicate social problems. The peer problem score is only for same-age peers. If a student doesn't show up in prosocial and peer problems you would focus your social problem solving instruction (behavior contracts, problem solving activity, social skills) only on peer problems. If a student has elevated risk in prosocial it means they have difficulty with same age peers, younger children, and adults. You would take a broader approach and cover all of these.

Sara McDaniel, Ph.D. | Associate Professor/Director

Alabama Positive Behavior Support Office (APBSO)

www.alabamapbso.ua.edu

<https://sara.mcdaniel.people.ua.edu>

SPEMA, College of Education

The University of Alabama

215 D Graves Hall

Box 870232

Tuscaloosa, AL 35487

<https://www.facebook.com/apbsol/>

sara.mcdaniel@ua.edu



THE UNIVERSITY OF
ALABAMA

bb

