**Targeted Interventions Assessment Tool**

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Purpose of Targeted Interventions Assessment Tool:**

This is a tool for documenting and evaluating current interventions in place in your school to determine whether interventions meet the needs of students in your schooland are implemented systematically.

**Targeted Interventions are:**

1. implemented in a similar manner across students- standard procedures, standard data collection
2. familiar to all staff
3. implemented within 5 days of referral
4. continuously available for student entry and participation
5. data are used for decision making

**Instructions:**

First, list the targeted interventions that are available in your school on the Quick-Sort Matrix. For each intervention assess the specific function or focus met by each intervention.

Next, for each intervention, specify the area of concern the intervention is focused towards, as well as the description, the coordinator, entry and exit criteria and data collected/monitored.

**Targeted Intervention Quick Sort Matrix**

***Example***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Intervention Function/Focus** | **Check in Check out** | **Check & Connect** | **Reading Buddies** | **Social Skills Group** | **Homework Club** | **Organization Check-up** | **Newcomers Club** |
| Adult attention | X | X | X | X | X | X | X |
| Peer attention |  |  | X | X |  |  | X |
| Encouraging adult relationship | X | X |  |  |  |  |  |
| Choice of alternatives/activities |  |  |  | X |  |  |  |
| Teach replacement behavior | X |  |  | X | X | x | X |
| Teach problem solving skills |  | X |  | X |  |  |  |
| Increase precorrects and prompts for behavior expectations | X | X |  |  | x |  |  |
| Positive feedback is programmed at least 5 times per day | X |  |  |  |  |  |  |
| A school-home communication system exists | X | X |  |  |  |  |  |
| Intervention can be modified for different functions with relative ease | X |  |  |  |  |  |  |
| Opportunity for adaptation into a self-management system | X |  |  |  |  |  |  |

**Targeted Intervention Organizer**

***Example***

***Area of Concern***

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Targeted Intervention** | **Social Behavioral** | **Academic** | **Emotional** | **New Student** | **Description** | **Coordinator** | **Entry Criteria** | **Exit Criteria** | **Data Collected/**  **Monitored** |
| Check-in Check-out | x | x |  |  | * Students identified and enrolled within a week. * Check-in and check-out daily with an adult at school. * Regular feedback and reinforcement from teachers. * Family component. * Daily performance data used to evaluate progress | Susan | 4 or more ODRs in trimester  2 or more OSS in trimester | 4 weeks at >85% of points | Percent points towards daily goal  ODR  OSS  (CICO-SWIS) |
| Check and Connect | x | x | x |  | * Students matched with mentor/monitor * Mentor monitors risk factors daily/weekly * Regular feedback and problem solving with mentor * Intensive intervention option if risk factors increase * Family component | Frank | 5+ absences in trimester  4+ tardies in trimester  D or F in core | <2 absence in trimester  0 tardies in trimester  C or better in core | Course grades  Attendance/ Tardies  (Infinite Campus) |
| Homework Club |  | X |  |  | * Home partners assigned * Partners call each other to remind assignments are due * Homework support available after school * Reinforcers for students/teams who show improvements | Marta | 3 or more missing assignments in trimester | No missing assignments | Course grades  (Infinite Campus) |

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| Peer attention |  |  |  |  |  |  |  |
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| Choice of alternatives/activities |  |  |  |  |  |  |  |
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**Targeted Intervention Organizer**

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|  |  |  |  |  |  |  |  |  |  |
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