

Possible Targeted Interventions (based on Quick-Sort strategy)

Name of Strategy	Indication re: concern				Description	Special Considerations	Example/ Reference/ Publication
	Social/ Behavioral	Academic	Emotional	New Student			
Social Skills Training	X				<ul style="list-style-type: none"> Identify critical skills Develop social skills lessons “Teach, practice, monitor, acknowledge” Match language to school-wide expectations Use generalization strategies Provide clear and specific activities all staff follow to promote generalization and utilize strategies 	For students with a skills deficit in a specific social skill area (e.g., how to perform skills, when to perform skill, etc.)	Second Steps: A violence prevention curriculum. http://www.cfchildren.org/ssf/ssf/ssindex/
Self-Management	X	X			<ul style="list-style-type: none"> Teach self-monitoring and targeted social skills simultaneously Practice self-monitoring until students accurately self-monitor at 80% or better Periodic checks on accuracy It is not simply giving students a self-evaluation checklist, must teach and practice to fluency and reinforce both accurate self-evaluation and appropriate behavior 		<p>Dunlap, L. K., Dunlap, G., Koegel, L. K. (1991). Using self-monitoring to increase independence. <i>Teaching Exceptional Children, 23(3)</i>, 17-22.</p> <p>Reid, R. R., & Harris, K. R. (1989). Self-monitoring of performance. <i>LD Forum, 15(1)</i>, 39-42.</p>
Positive Peer Reporting	X				<ul style="list-style-type: none"> Train students with specific examples of positive peer reports (e.g., “Joey let Susan borrow his pencil during math class”) Model positive peer reporting with examples and nonexamples for students to help with discrete discrimination Tell students that during a specified time period (e.g., math class) they will be able to earn rewards (e.g., positive points) for reporting on the appropriate behavior of targeted peers Announce (at the beginning of the targeted time period) the start of the positive peer reporting session At the end of the targeted time period, prompt students to report on the appropriate behavior(s) exhibited by target students Provide feedback and reinforcers to students for participating (i.e, making positive comments regarding the target student(s)). 		<p>Bowers, F. E., McGinnis, J. C., Ervin, R. A., & Friman, P. C. (2002). Merging research and practice: The example of positive peer reporting applied to social rejection. <i>Journal of Emotional and Behavioral Disorders</i>.</p> <p>Ervin, R. A., Miller, P. M., & Friman, P. C. (1996). Feed the hungry bee: Using positive peer reporting to improve the social interactions and acceptance of a socially rejected girl in residential placement. <i>Journal of Applied Behavior Analysis, 29</i>, 251-254.</p>

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Check-in (performance deficit- when points given for social behavior)	X	X			<ul style="list-style-type: none"> Students identified and receiving support 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 		Crone, D. A., Horner, R. H., & Hawken, L. S. (2004). <i>Responding to problem behavior in schools: The behavior education program</i> . New York: The Guilford Press www.guilford.com
Peer tutoring		X			<ul style="list-style-type: none"> Tutors must be taught how to teach Tutors must be taught what to do if tutee does not comply Tutors must be given the option to drop out at any time without penalty Initially, peer tutoring should be undertaken only with close and on-going teacher supervision to ensure success 		Fuchs, D., Fuchs, L., Svenson, E., Thompson, A., Yen, L., McMaster, Otaiba, S. A., & Yang, N. <i>Peabody peer-assisted learning strategies</i> . http://kc.vanderbilt.edu/pals/ Greenwood, C. R., Delquadri, J. C., & Carta, J. J., (1997) . Together we can!: Classwide peer tutoring to improve basic academic skills. Longmont, CO: Sopris West. www.sopriswest.com Mathes, P. G., Torgesen, J. K., Allen, S. H., & Allor, J. H. (2001). <i>First Grade PALS (first grade peer-assisted literacy strategies)</i> . Longmont, CO: Sopris West. www.sopriswest.com
Pre-Teach Key Concepts		X			<ul style="list-style-type: none"> Identify key vocabulary or concepts in content area that may be difficult for student Work with student prior to class session when content will be presented Teach the concepts with multiple examples and non-examples 	Takes place prior to scheduled class lesson on topic	
Teach Organization Skills		X			<ul style="list-style-type: none"> Students are taught skills required for success in the classroom: appropriate school behaviors, organization skills, specific learning strategies, textbook reference skills, graphics skills, and use of classroom reference materials. 		Archer, A., & Gleason, M. (2002). <i>Skills for school success</i> . North Billerica, MA: Curriculum Associates, Inc. http://www.curriculumassociates.com
Homework		X			<ul style="list-style-type: none"> Partners call each other (partners are assigned) to remind 		

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Club					assignments due <ul style="list-style-type: none"> Prizes for students/teams who show improvements 		
Mentoring			X		<ul style="list-style-type: none"> Focus on “connections” at school: Not monitoring work, Not to “nag” regarding behavior Staff volunteer: Not in classroom, No Administrators Match student to volunteer: 10 minutes minimum per week Emphasize the importance of being ready to meet with student on a regular, predictable, and consistent basis. Goal is not to become a “friend,” but a positive adult role model who expresses sincere and genuine care for the student 		Organizing Effective School-Based Mentoring Programs National Association of Partners in Education, Inc. 1992. This manual provides comprehensive guidelines for developing school-based mentoring programs. Available through NAPE, 901 North Pitt Street, Suite 320, Alexandria, VA 22314. Phone: 703-836-4880. www.partnersineducation.org
Showcasing Student’s talents			X		<ul style="list-style-type: none"> Identify these students’ intrinsic interests and talents. Have student share work and interests (give strong verbal encouragement and praise. 		Foster, G. (1986). The gray child in the classroom. <i>Learning, 15(1)</i> , 30-31.
New Comer’s Club				X	<ul style="list-style-type: none"> Structured program that pairs new student with established students Student is given orientation materials describing “tips for success”, helpful contacts, etc. Schoolwide behavior expectations are taught Adults make extra effort to provide positive contact and positive reinforcement for new students Family contact is made by school staff Make be more important if records indicate student has had some difficulty in past school 		
Student Led Orientation				X	<ul style="list-style-type: none"> New students participate in orientation program led by upper classmen Expectations are taught in specific areas of school 		
Adult Lead Orientation				X	<ul style="list-style-type: none"> New students participate in orientation program led by school personnel Expectations are taught in specific areas of school 		