

Targeted Interventions A Reference Guide for Function-Based Support Options

School: _____

Date: _____

Purpose of Reference Guide:

This Reference Guide is designed to be used as a map when discussing function based support needs for students. Use this reference guide when trying to determine intervention options for individual students.

Targeted Interventions defined:

Components of a targeted intervention include (a) increased structure & prompts, (b) instruction on skills, (c) increased regular feedback, and (d) availability of the intervention to anyone at anytime.

Instructions:

List the targeted interventions that are available in your school. Identify the possible functions that the intervention is designed to deliver by putting an X in the cell of the matrix.

Examples:

- Check In-Check Out may offer predictable adult attention, organizational structure, and an option for accessing choices through the day.
- Social Skills Club participation may offer opportunities for instruction and practice on skills, choice, peer and adult attention and individualized support.
- Reading Buddies may offer access to peer attention, choice, option to avoid aversive situation, and individualized support.

Targeted Intervention Provides:	Current Targeted Intervention					
	Check in Check out	Social Skills Club	Reading Buddies	Homework Club	Lunch Buddies	
access to adult attention	X	X	X	X	X	
access to peer attention	X	X	X		X	
access to choice of alternatives/activities	X	X	X	X	X	
option for avoiding aversive activities	X	X		X	X	
option for avoiding aversive social peer/adult attention	X				X	
Structural prompts for 'what to do' throughout the day	X	X				
At least 5 times during the day when positive feedback is set up	X					
A school-home communication system	X			X		
Opportunity for adaptation into a self-management system	X	X	X	X	X	

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	Current Targeted Intervention					
Targeted Intervention Provides:						
Access to adult attention						
Access to peer attention						
Access to choice of alternatives/activities						
Option for avoiding aversive activities						
Option for avoiding aversive social peer/adult attention						
Structural prompts for 'what to do' throughout the day						
At least 5 times during the day when positive feedback is set up						
A school-home communication system						
Opportunity for adaptation into a self-management system						