Eastern Lancaster County School District
Behavioral RtII Intervention Menu
Tier 1 – Pages 2-5
Tier 2 – Pages 6-13

The Behaviors:

Where it makes sense to do so, interventions are listed as targeting either Internalizing or Externalizing behaviors or both. Internalizing and Externalizing behaviors are defined as follows:

Internalizing: Behavior problems directed inwardly that represent problems with self; often self-imposed and frequently involve behavioral deficits or patterns of social avoidance.

Examples:	Non-examples:
Low or restricted activity levels	Initiating social interaction with peers
Shy, timid, unassertive; not talking with peers	Having conversations; working well in groups
Avoiding or withdrawing from social situations	Engaging in or seeking out social situations
Prefers to be alone; does not participate in group activities	Resolves peer conflict in an appropriate manner without avoiding the situation
Acts in a fearful manner	Acts comfortably in social environments
Unresponsive to social initiations by others	Is outgoing; makes friends easily

Externalizing: Behavior problems directed outwardly from student to external social environment; usually involve behavioral excesses that teachers consider inappropriate.

Examples:	Non-examples:
Displays aggression toward objects/persons	Cooperating with others
Arguing with/defying the teacher	Working on assigned tasks appropriately
Out of seat or assigned area	Following directions; complying with teacher
Calling out or controlling conversations	Taking turns in conversation
Hyperactivity	Resolving conflict with peers acceptably

The Interventions:

The interventions are defined and described in the following aspects:
- *Intervention Type* – Group or Individual (or both)
- *Grade Levels* – Most interventions can be adapted to all ages, but where the intervention makes more sense at a particular grade level, that level is noted
- *Behaviors Addressed* – Internalizing, Externalizing, both, or other
- *Full Description* – Describes key components of the intervention and steps to implementation
- *Rationale/When to Use* – Provides reasons for use, when the intervention is most appropriate
- *Progress Monitoring* – Typical methods for monitoring progress throughout the intervention

The Sources:

The interventions are common behavioral interventions, many with multiple names and variations (depending on the source). The following are primary contributing authors to sources I used in putting this together: *Randy Sprick, Mickey Garrison, Mike Booher, Ennio Cipani, Jim Wright, Ginger Rhode, William Jenson, H. Kenton Reavis, Kathleen McConnell, Gail Ryser, & James Patton*. For more information about the specific sources, please contact me at Kevin_Kuhn@elanco.org.

Eastern Lancaster County School District
Tier 1 Behavior Supports

INCREASE ACADEMIC ENGAGED TIME		Intervention Type: Group or Individual	Grade Levels: K-12
Behaviors Addressed:	- Internalizing behaviors (passive off-task, nonparticipation, infrequent work completion, lack of connectedness) - Externalizing behaviors (disruptive behaviors, off-task motor and verbal)		
Full Description:	1. Ensure that there is appropriate instructional match – the student is moderately challenged by the work presented, but is able to complete the work with some effort 2. Increase opportunities to respond – use choral responses, white boards, call on the student more often (ensuring a high ratio of correct responses) 3. Vary the pace of instruction to keep interest levels high 4. Reduce transition time by teaching students how to transition; use a timer during transitions (beat-the-buzzer for transitions)		
Rationale/ When to use:	This is an excellent place to start with early-stage misbehaviors (that have not become overly disruptive or chronic) because when the student is engaged, he cannot also be disruptive or off-task.		
Progress Monitoring:	Progress monitoring depends on the behavior(s) of concern and goal(s) for intervention; methods could be examining permanent product (work completion), frequency counts, rating scales, peer observations, etc. depending on the behavior.		

MODIFIED TASK PRESENTATION STRATEGIES		Intervention Type: Group or Individual	Grade Levels: K-12
Behaviors Addressed:	- Internalizing behaviors (passive off-task, nonparticipation, infrequent work completion, inattention, lack of focus) - Externalizing behaviors (off-task motor and verbal)		
Full Description:	1. Offer a choice of instructional activities/assignments that meet the same objective 2. Use high-interest activities and hands-on interactions whenever possible 3. Provide guided notes for teacher-directed instruction time; teach students how to identify and attend to relevant information 4. Highlight important material or key concepts with colors, symbols, font changes, and so forth 5. Chunk assignments into smaller pieces, provide feedback after completing each section of an assignment successfully		
Rationale/ When to use:	These strategies are especially helpful with inattentive behaviors because they help the student to attend to appropriate, relevant information.		
Progress Monitoring:	Progress monitoring depends on the behavior(s) of concern and goal(s) for intervention; methods could be examining permanent product (work completion), frequency counts, rating scales, peer observations, etc. depending on the behavior.		

CLASSROOM MANAGEMENT STRATEGIES	Intervention Type: Group	Grade Levels: K-12
Behaviors Addressed:	All early-stage misbehaviors are mitigated through the use of research-based classroom management strategies	

Full Description:	1. Consider the STOIC aspects of classroom management (Randall Sprick)
	  S. Structure/Organize the classroom for success
	  T. Teach expectations, procedures, and rules to students
	  O. Observe student behavior and adjust plan accordingly
	  I. Interact positively with students
	  C. Correct fluently (immediate, consistent, calm, close, concise)
	2. Structure/Organization of classroom considerations: Schedule, physical space, transitions, beginning and ending routines, procedures for assigning, monitoring, and collecting homework
	3. Teach expectations (goals to aim for), procedures (how to behave during specific activities), and rules (setting the lower limit for classroom behavior)
	4. Ensure that classroom expectations, procedures, and rules are posted in the classroom and visible to all students	

Rationale/ When to use:	Classroom management strategies listed above should be in place in all classrooms; if problem behaviors are occurring, they should be reexamined and adjusted.	
Progress Monitoring:	Office discipline referrals; whole class point system; individually targeted behaviors	

COLLECT DATA & SET GOALS	Intervention Type: Group or Individual	Grade Levels: K-12
Behaviors Addressed:	Any behavior for which data can be collected is appropriate for this intervention. Typically behaviors of frequency (too many times or not enough times) work best, but duration of behavior or latency (time before beginning behavior) can also apply.	
Full Description:	Begin by identifying the target behavior you would like to focus on changing. Depending on the frequency of the behavior, collect baseline data anywhere from 30 minutes to 1 week, until you have a good sense of how frequently the behavior is occurring (or the duration of the behavior, or the latency before beginning behavior). Then, let the individual student or class know that you will be collecting data, what the specific behavior being tracked is, how you will be collecting data, and what the baseline level was. With the individual or whole class, set a goal that is positive, based on the baseline levels, and attainable. Review progress toward the goal on a daily or weekly basis with the student or class.	
Rationale/ When to use:	Collecting data on a behavior focuses everyone's attention on that behavior. As the teacher, you are more focused on changing the behavior, and the students are more aware of the behavior. If this is being used for a whole class, an added benefit is that the students will sometimes monitor each other. Also, collecting data can help you stay positive on those bad days by looking at the data overtime and seeing the positive trend. Or, if the data shows there is a negative trend, then you know that something isn't working and needs to be adjusted.	
Progress Monitoring:	Progress monitoring is, of course, inherent in this intervention, since the intervention is collecting data on a regular basis on the targeted behavior.	

USE A MINIMUM OF 4:1 PRAISE-TO-CORRECTION RATIO	Intervention Type: Group or Individual	Grade Levels: K-12
Behaviors Addressed:	Both internalizing and externalizing behaviors are addressed through this strategy.	
Full Description:	Start by asking a colleague (teacher on prep, school counselor, school psychologist, special education consultant) to come into your classroom and observe during teacher-directed instruction for 15-30 minutes to get a baseline ratio. Interactions with students can be categorized as a praise, correction, or neutral (giving directions, etc.) and can be directed at an individual student, the whole class, or both. When the observation is complete, look at the ratio of praise-to-correction-to-neutral interactions with students and set a goal for yourself. Over a period of a week, mentally or physically (tally on a clipboard, etc.) record each time you make a correction, either to the whole class or to an individual student. Then, in the 30-60 minutes following the correction, attempt to make four meaningful praises to either the whole class or the individual student (depending on who the correction was directed at). After a week or two of self-monitoring this skill, ask your colleague to return and complete a second observation. Repeat the process if necessary until you reach your goal. After reaching your goal, periodically have your colleague briefly observe to make sure that the ratio is staying positive over time.	
Rationale/ When to use:	The Praise-To-Correction ratio in a classroom is a strong indicator of whether or not positive behaviors are being taught, or if they are just expected. Although we may believe students *should* know how to behave, correcting misbehaviors only tells them what not to do; use of praise reinforces appropriate behavior and communicates to all students in the classroom what behaviors are expected. If you are not seeing the behaviors you want to see from your class, the best way to change their behavior is to *teach* them how to behave.	
Progress Monitoring:	Peer observations of the praise-to-correction ratio can be used as progress monitoring.	

STRATEGIES TO ADDRESS EARLY-STAGE MISBEHAVIORS	Intervention Type: Individual	Grade Levels: K-12
Behaviors Addressed:	All early-stage misbehaviors can be managed through these strategies, but they will be typically thought of as most appropriate to address externalizing, disruptive classroom behaviors (arguing, calling out, out of seat, etc.)	
Full Description:	1) Contact parents to elicit support 2) Use proximity management – walk toward the student, seat the student close to where you are during instruction 3) Gentle verbal reminders & corrections; remember I4C – Immediate, Consistent, Calm, Close, and Concise 4) 1:1 private conversation to review behavioral expectations and set goals – this is best done after time has passed from the incident (end of class, next day) rather than during the incident ("let's talk in the hallway right now!") 5) Time owed – for elementary kids, time can be owed from recess, taken in 30-second to 1-minute intervals; for secondary, this can be time at the end of class, limiting the student's time in the hallway (recommended 15-second to 30-second intervals up to a total of 1-2 minutes – 4 total infractions –	

	depending time between classes and classroom's physical location)
	6) Time out within the classroom – student is removed from the reinforcement of being part of the group (attention from & interaction with others), but is still within the room to ensure your supervision and that the student is not missing instruction; 3 minutes for elementary and 5 minutes for secondary (other names could be "reflection time/area", "cool down", "break area/room/time", etc.); the purpose is to disrupt the cycle of escalating behavior, put time between the student and the initial trigger/incident, and remove positive reinforcement for a period of time after a misbehavior
Rationale/ When to use:	These mild consequences/responses to misbehavior increase the likelihood that your response will be consistent (as opposed to harsh consequences) and when consistently applied, they communicate to the student that certain behaviors are not acceptable at any time in your classroom. Always remember I4C!
Progress Monitoring:	Progress monitoring depends on the behavior(s) of concern and goal(s) for intervention; methods could be examining permanent product (work completion), frequency counts, rating scales, peer observations, etc. depending on the behavior.

STRATEGIES TO INCREASE COMPIANCE FREQUENCY AND ACCURACY	**Intervention Type:** Group or Individual	**Grade Levels:** K-12
Behaviors Addressed:	- Internalizing behaviors (work refusal, passive off-task) - Externalizing behaviors (noncompliance, arguing, work refusal)	
Full Description:	1. Behavioral Momentum – To implement this strategy, when trying to gain compliance to complete a non-preferred task, start with an easy, quick, preferred task and move gradually to the non-preferred task; this builds compliance momentum so that, as the tasks get more difficult, the behavior of compliance has been practiced multiple times. 2. Premack Principle – This strategy is in some ways opposite to behavioral momentum; behavioral momentum is typically more effective with lower functioning students who cannot delay gratification, whereas using Premack Principle requires the ability to delay gratification. Here, the idea is to require the student to complete a set amount (quantity, time, etc.) of some non-preferred task (i.e. classwork) before engaging in a preferred task. Start with a short period of time, based on the student's abilities, engaging in the non-preferred task and gradually increase the time on non-preferred tasks and decrease the time with preferred activities to fade out this strategy. 3. Positive Practice / Overcorrection – If students exhibit inconsistent execution of a particular desired behavior (i.e. walking in the hallways), have them practice the skill several times in the appropriate/desired manner and provide positive reinforcement for proper execution.	
Rationale/ When to use:	These strategies are targeted at decreasing the latency from time of prompt to time of expected behavior and increasing the accuracy and frequency of compliance; these are skills that, as adults, we naturally use all the time, but some children need extra help learning these self-management strategies.	
Progress Monitoring:	Progress monitoring depends on the behavior(s) of concern and goal(s) for intervention; methods could be examining permanent product (work completion), frequency counts, rating scales, peer observations, etc. depending on the behavior.	

Eastern Lancaster County School District
Tier 2 Behavior Interventions

PARENT/STUDENT/SCHOOL-TEAM MEETING	Intervention Type: Individual	Grade Levels: K-12
Behaviors Addressed:	Both internalizing and externalizing problem behaviors can be addressed through this intervention.	
Full Description:	The primary components of this intervention are: 1. To bring the team together to communicate positive support for the student and family 2. To clearly communicate expectations to the student with parents present 3. To set specific goals for the student and discuss how progress toward these goals will be evident (how it will be monitored) 4. Depending on the situation, to set specific rewards and/or consequences for the student who is progressing or not progressing (see Behavioral Contract) 5. To elicit the support of the parents/family in helping the student meet goals 6. To specifically describe what the school/teachers will do to help the student meet the established goals	
Rationale/ When to use:	These meetings are particularly effective if the family is supportive of the school's efforts and willing to follow-through with decisions that are made at the meeting. On the other hand, if the parents/family are not supportive of the school, it will be very difficult to make this intervention work.	
Progress Monitoring:	Progress monitoring depends on the behavior(s) of concern and goal(s) for intervention; methods could be examining permanent product (work completion), frequency counts, rating scales, peer observations, etc. depending on the behavior.	

BEHAVIOR CONTRACT	Intervention Type: Individual	Grade Levels: 6-12
Behaviors Addressed:	Both internalizing and externalizing problem behaviors can be addressed through this intervention.	
Full Description:	This intervention requires the development of a contract that all involved parties have input on and sign, agreeing to its terms. The behavior contract spells out in detail the expectations of student and teacher(s), and sometimes parents, in carrying out the intervention plan, making it a useful planning document. The contract should also spell out specific positive reinforcement that will be made available to the student if the terms of the contract are met for a defined period of time; punishing consequences can also be used, but the focus should be on the positive reinforcement. Because the student usually has input into the conditions that are established within the contract for earning rewards, the student is more likely to be motivated to abide by the terms of the behavior contract than if those terms had been imposed by someone else (InterventionCentral.org).	
Rationale/ When to use:	The Behavior Contract intervention requires that the student can delay gratification to some extent and work toward a future goal, since the terms of the contract are typically longer, and the reward greater, than a daily or weekly rating sheet type of	

	plan. Of course this is also an imperative life skill to learn and this intervention can provide guided practice for that skill. This intervention typically will not work for younger students, or those that need immediate or frequent reinforcement.
Progress Monitoring:	Progress monitoring depends on the behavior(s) of concern and goal(s) for intervention; methods could be examining permanent product (work completion), frequency counts, rating scales, peer observations, etc. depending on the behavior. How progress will be measured and monitored should be specifically spelled out in the contract.

MENTORING FOR SCHOOL CONNECTEDNESS	**Intervention Type:** Individual	**Grade Levels:** 3-12
Behaviors Addressed:	Mentoring is typically more effective for internalizing-type behaviors but can be effective for some externalizers as well, depending on the supposed reason for the misbehavior. For instance, a delinquent student who wants to be left alone and not bothered by teachers, or who desires the attention of peers rather than adults, will not be a good candidate for this intervention, but one who engages in disruptive behaviors in order to gain adult attention may respond well to this support.	
Full Description:	The key to this intervention is not to solve all of the student's problems outside or inside school, but to simply communicate that you care about the student and that the student matters to someone. This leads to a sense of connectedness with school that promotes academic and behavioral health and prevents delinquent behavior and drop-out. The following are suggested easy ways to communicate that you care about the student you are mentoring, and to help the child connect better with school as a whole (some ideas from McConnell, Ryser, & Patton, 2002: *Practical Ideas that Really Work for Students with Disruptive, Defiant, or Difficult Behaviors*): - Remember the student's birthday; give him a card - Keep track of the student's grades and encourage positive progress - Have lunch together once or twice a month - Meet with the student periodically for 10 minutes before or after school - Say hello to the student in the hallway - Tell other teachers and the student's parents about the good things he has done at school (behaviors, grades, etc.)	
Rationale/ When to use:	Research into relational connectedness consistently reveal that the number one factor in development of resiliency in the face of adversity that could lead to problem behaviors and eventual drop-out is the presence of a caring, positive adult role-model in the child's life. Many times the positive adult is a family member, but when it isn't a family member, research shows that it is almost always a teacher or some other positive adult at the child's school that made a difference in the student's life.	
Progress Monitoring:	Progress monitoring depends on the behavior(s) of concern and goal(s) for intervention; methods could be examining permanent product (work completion), frequency counts, rating scales, peer observations, etc. depending on the behavior.	

TARGETS FOR EXTRA ATTENTION (TEA)		Intervention Type: Individual	Grade Levels: 6-12
Behaviors Addressed:	This intervention will be most effective when the problem behaviors are efforts to gain adult or peer attention.		
Full Description:	TEA takes noncontingent positive attention to a level that cannot be achieved by any one teacher alone by eliciting the support of the entire school to flood a student with attention-seeking problem behaviors with positive attention whenever possible, to reduce the need for gaining attention through problem behaviors. TEA simply requires that the student's picture and the behavior(s) of concern be shared at a staff meeting or through a staff email and that staff be trained to provide this student with attention whenever they see the student either engaging in positive behaviors or simply not engaging in the behavior of concern. The attention can be as simple as a "Hello _____" in passing, but the cumulative effect is powerful.		
Rationale/ When to use:	Students who are seeking attention through negative/problem behaviors are communicating that they desire more attention, but do not know how to acquire the attention by prosocial means. TEA reduces the need for engaging in problem behaviors to gain attention by increasing attention when the student is not engaging in the behavior(s) of concern.		
Progress Monitoring:	Progress monitoring depends on the behavior(s) of concern and goal(s) for intervention; methods could be examining permanent product (work completion), frequency counts, rating scales, peer observations, etc. depending on the behavior.		

TOKEN ECONOMY / RESPONSE COST		Intervention Type: Group	Grade Levels: K-12
Behaviors Addressed:	Token economies are usually most effective with class-wide externalizing behaviors, addressing low-intensity, high frequency disruptive behavior such as calling out, talking during instruction, group participation, following classroom rules, etc.		
Full Description:	Token reinforcement systems introduce an intermediary between behaviors and primary reinforcement. Throughout the day, students earn tokens for positive behaviors. In some designs, they may also lose tokens for undesirable behaviors, although in most cases it is best to focus on the positive behaviors only, teaching the students what appropriate behavior looks like. Then several times a day, once a day, or times throughout a week (depending on the group's level of need), students are able to turn in tokens they've earned for tangible rewards, free-time, etc.		
Rationale/ When to use:	Tokens provide a way to communicate what appropriate behavior is by providing immediate behavioral feedback, while at the same time delaying the acquisition of actual primary reinforcers, partially for logistical purposes (because it would be nonsensical to take a 10-second break for free-time every 2 minutes, for instance), and partially because it makes generalization to different settings easier, since life is generally set up as a token economy (college credits eventually leading to a degree, hours of work logged eventually leading to a paycheck, IRA contributions eventually leading to a comfortable retirement, etc.).		
Progress Monitoring:	Progress monitoring depends on the behavior(s) of concern and goal(s) for intervention; methods could be examining permanent product (work completion), frequency counts, rating scales, peer observations, etc. depending on the behavior. One simple way to monitor progress is to track how many tokens each student earns.		

GOOD BEHAVIOR GAME		Intervention Type: Group	Grade Levels: K-12
Behaviors Addressed:	The Good Behavior Game will be most effective with a group of students who are capable of peacefully engaging in competition and who are engaging in problem behaviors in order to gain peer attention, because the Game reformulates how students gain peer attention (from disruptive behaviors to on-task behaviors).		
Full Description:	The Good Behavior Game is an approach to the management of classroom behaviors that rewards students for displaying appropriate on-task behaviors during instructional times. The class is divided into two teams and a strike is given to a team for any inappropriate behavior displayed by one of its members. The team with the fewest number of strikes at the Game's conclusion each day wins a group reward. If both teams keep their points below a preset level, then both teams share in the reward (InterventionCentral.org). Variations of this intervention involve (A) both giving points for positive behaviors and taking away points for inappropriate behaviors and (B) only giving points for positive behaviors (reinforcing alternative behaviors). In addition to these variations, the way the class is divided can be adapted to fit the needs of the class to 3 or more teams, or even 1 team all working together to earn a certain number of points together. Also, when starting out with the Game, you may choose to only play the game for a period of time during the day rather than the whole day. For more information, click on the Good Behavior Game link at http://schoolpsychology.wiki.elanco.net/KevinKuhn.		
Rationale/ When to use:	This intervention is often thought of as an elementary-age intervention, but is actually most effective with secondary students because it capitalizes on the powerful reinforcement of peer attention by shifting what gets attention from disruptive behaviors to on-task behaviors that help the team win the Game/reward.		
Progress Monitoring:	Progress monitoring depends on the behavior(s) of concern and goal(s) for intervention; methods could be examining permanent product (work completion), frequency counts, rating scales, peer observations, etc. depending on the behavior. On a group level, progress can be monitored based on points earned as part of the intervention.		

CLASSROOM MEETINGS & SOCIAL SKILLS INSTRUCTION		Intervention Type: Group	Grade Levels: K-8
Behaviors Addressed:	Classroom meetings and social skills instruction can be used to work through or process specific situations that have arisen within a group of students, or as a way of teaching a set of skills that is evidently underdeveloped based on observations of social behaviors.		
Full Description:	Class meetings can provide opportunities for classes to process actual incidences that occurred throughout the week and proactively plan for future incidences. In many cases, the class can also benefit from use of targeted social skills instruction units that are tied to specific areas of need within the classroom. These units are scripted and can be provided to the teacher based on the skills to teach.		
Rationale/ When to use:	When a student doesn't understand how to solve a math problem or read a word, we teach that student those skills. In the same way, students with social skills deficits are best served when we teach them foundational social skills and provide guided practice of these skills in multiple, varied situations.		

Progress Monitoring:	Many social skill programs have progress monitoring systems built into the program. If not, it usually makes the most sense to use weekly ratings of specific, targeted behaviors for the students of concern from among the group.

GROUP/INDIVIDUAL COUNSELING WITH SCHOOL COUNSELOR	Intervention Type:	Group or Individual	Grade Levels:	K-12
Behaviors Addressed:	Group and individual counseling can address all types of behavioral needs. Specific goals should be developed to focus counseling on the greatest areas of need.			
Full Description:	This intervention will be implemented by the school counselor or other school-based mental health provider as appropriate.			
Rationale/ When to use:	Counseling provides an opportunity for more targeted intervention focusing on the unique needs of the student(s) involved.			
Progress Monitoring:	Typically, weekly emotional/behavioral ratings provide the best progress monitoring data. Sometimes it is appropriate for both the student and the counselor to provide a rating as this can form a basis for processing perceptions.			

CHECK-IN/CHECK-OUT (CICO)	Intervention Type:	Individual	Grade Levels:	3-12
Behaviors Addressed:	CICO targets specific behaviors as decided upon at the time of implementation, so it can be used to address a multitude of behaviors, but seems to do better with students who exhibit primarily internalizing behaviors, as CICO provides frequent attention that is skill specific. Also, CICO usually requires a high level of student participation, and students with externalizing behaviors may tend to resist this responsibility inherent in the intervention.			
Full Description:	CICO involves the student receiving frequent feedback throughout the school day with regard to his behavior and school-wide expectations. The student is assigned to a CICO mentor (elementary - classroom teacher; secondary - assigned mentor) with whom he checks in at the beginning of the day. The check-in involves making sure the student has the necessary materials for the day, collecting the previous day's point sheet, giving the student that day's point sheet, and generally starting the day off on a positive note. Throughout the day, the student receives feedback on his behavior on a 3 point scale (i.e. "Did Not Meet Expectations"; "Met Expectations"; "Exceeded Expectations") in relation to school-wide expectations or individualized behavioral goals at planned intervals (class periods, natural transitions, etc.). At the end of the day, the student checks out with the mentor who reviews the day with the student and records his points for the day. Points are graphed to view progress and the student takes the point sheet home for parent signature.			
Rationale/ When to use:	CICO provides more immediate and frequent behavioral feedback and increases opportunities to monitor behavior and provide positive reinforcement. The CICO point sheet also acts as a natural reminder to the student, to help increase self-monitoring skills.			
Progress Monitoring:	CICO naturally collects data as part of the intervention, so setting goals and graphing data based on the components of CICO makes the most sense.			

DAILY HOME-SCHOOL NOTE (DHSN)	**Intervention Type:** Individual	**Grade Levels:** K-12
Behaviors Addressed:	Though DHSN and CICO are similar in many ways, the DHSN is typically a better choice for externalizing behaviors because it does not require a high level of student participation in the intervention. Also, CICO is more relationship-based, which works well for internalizers, whereas DHSN is more reward/punishment-based, which may work better with externalizing behaviors.	
Full Description:	The DHSN intervention is designed to increase communication between school and home about the student's behavior. Specific daily feedback parameters are defined (a daily questionnaire format) and home follow-up actions are agreed upon (positive reinforcement/rewards for good days and, in some cases, punishing consequences on bad days).	
Rationale/ When to use:	The DHSN is similar to CICO in that it provides specific behavioral feedback on a regular basis and increases communication between home and school. However, the DHSN relies more on parent involvement and follow-up, whereas CICO relies more on student involvement and participation. Therefore, in a case where parent support is strong and the student may be less likely to participate in carrying a point sheet, the DHSN is a good choice.	
Progress Monitoring:	The DHSN contain inherent data that can be used to progress monitor.	

WEEKLY BEHAVIOR REPORT CARD (WBRC)	**Intervention Type:** Individual	**Grade Levels:** 6-12
Behaviors Addressed:	Depending on how the intervention is designed, it can address all types of behaviors, but since it is very similar to DHSN (above), it leans toward externalizing behaviors.	
Full Description:	The WBRC is very similar to the DHSN. The primary difference is that the WBRC goes home once a week instead of daily. As such, the rewards and punishments tied to the report may be bigger. Also, the report should be more comprehensive than the DHSN. This can be accomplished by including data from each day of the week, or by providing ratings as well as anecdotal observations on the form.	
Rationale/ When to use:	Situations to use the WBRC are similar to that of the DHSN, except that, because of delayed rewards/punishment from daily to weekly, it is only recommended for older students that can make that shift and process a longer period of time effectively.	
Progress Monitoring:	Data from the WBRC are usually sufficient as progress monitoring data.	

INDIVIDUAL INCIDENT BAROMETER	**Intervention Type:** Individual	**Grade Levels:** K-8
Behaviors Addressed:	The Individual Incident Barometer can be adapted to address all types of behavior.	
Full Description:	This intervention introduces a visual aide that cues the student to change his behavior. Throughout a predetermined period of time, individual incidences of behavior are communicated to the student by the teacher moving a marker on the visual aide (barometer, thermometer, etc.). If the student keeps the marker above a predetermined threshold, he receives reward and the barometer is reset. The threshold is gradually increased as the student achieves success.	
Rationale/ When to use:	This is an excellent choice for students who are exhibiting awareness-type misbehaviors – behaviors that occur, in part, out of the student's immediate awareness (tapping, calling out, hyperactivity, etc.) – because the barometer is a constant reminder or prompt to be more aware of the targeted behavior, and the reinforcement provides increased motivation and effort to control the behavior.	
Progress Monitoring:	Data recorded from the actual movement of the barometer (what level the student ended on) can be used to progress monitor. Another option is to simply look at whether or not the student met the threshold, getting a count for successful blocks of time in the given day.	

SELF-MONITORING / SELF-EVALUATION	**Intervention Type:** Individual	**Grade Levels:** 6-12
Behaviors Addressed:	Self-monitoring is most effective with internalizing behaviors and attention-related deficits, because it increases the student's awareness of specific behaviors. Students with externalizing behaviors may be less apt to take their self-ratings seriously, but this can be addressed by pairing their ratings with teacher ratings, which can be a very powerful addition to this intervention.	
Full Description:	This intervention involves setting up a monitoring system for the student to track his own behavior. At the beginning, the student may also receive teacher feedback to teach accurate self-monitoring; this is eventually phased out. Reinforcement can be provided either for reaching a specific goal level, or for accuracy in ratings, when compared to the teacher's rating of the same period of time. The latter of these options is preferred if the intention is to teach the student self-monitoring skills and increase self-awareness.	
Rationale/ When to use:	A self-monitoring intervention can be excellent for awareness-type behaviors (student seems unaware that he is exhibiting the behavior of concern until it is corrected) and in cases where there is an assumed deficit of attention. This intervention is especially applicable to older elementary and secondary students.	
Progress Monitoring:	The student's self-monitoring data can function as the progress monitoring data, or a daily or weekly teacher rating of the student's behavior in relation to school-wide or individualized goals may be used.	

FUNCTIONAL ASSESSMENT OF BEHAVIOR	**Intervention Type:** Individual	**Grade Levels:** K-12
Behaviors Addressed:	Behaviors that have not responded to the above interventions, when implemented with fidelity, may require more in depth analysis through a functional assessment.	
Full Description:	A functional assessment of behavior is a scientific, research-based process of observing and analyzing behavior in relation to potential functions of, or reasons for, the behaviors of concern. The assessment (not a Multi-Disciplinary Evaluation for special education), completed by a school psychologist or behavior specialist, considers antecedents to the behavior and potentially maintaining consequences such as: - Gaining attention, control, tangible reinforcement, or access to preferred activities - Escaping, avoiding, or delaying non-preferred tasks, social situations, or other aversive stimuli Based on the determination of the potential function(s) of the behavior of concern, targeted, functionally-based interventions can be developed that seek to provide the student with reasonable access to the maintaining consequence through acceptable behaviors while making problem behaviors less effective at achieving the same end.	
Rationale/ When to use:	When a student has not responded as desired to the research-based interventions listed above, when implemented with fidelity, it is highly possible that the underlying function of the behavior is not being adequately addressed. A functional assessment allows the team to better address these needs.	
Progress Monitoring:	Progress monitoring depends on the individualized behavior plan that is developed as a result of the functional assessment.	