Template, see example on next page.

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| Intervention | Description | Entry Criteria Data | Progress MonitoringData | Exit Criteria Data |
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EXAMPLE

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| Intervention | Description | Entry Criteria Data | Progress MonitoringData | Exit Criteria Data |
| Check-In/Check-Out | For students not meeting school-wide expectations, but not for dangerous behaviors. Students check-in in AM, carry a daily progress report to each teacher, and check-out in PM | -Report Card: C for social skills-CBM: bottom 1/5 of class-SRSS: moderate or high risk-ODR: 3+ referrals | Daily Progress Report (DPR) form, signed by teacher and parent | Above 80% success for three consecutive weeks or grades improve above C+ |
| Social Skills Group | For students with high peer rejection, and low interpersonal skills. Counselor teaches specific coping and life skills for 45min, twice a week at lunch | -ODR: 3+ for conduct-SRSS: moderate or high risk-SPED: EBD identification | -Track ODR’s during intervention phase-Class participation rated by instructor-Weekly quizzes on skills | SRSS score of low-risk on next screening and no ODR for conduct for 4 consecutive weeks |
| Too Good for Drugs and Violence Program (High School) | Program to promote prosocial skills and positive character traits about drugs/violence. The curriculum consists of 14 core lessons (60 minutes/week). | -SRSS: moderate or high risk with a score of 2 or higher for negative attitude or aggressive behavior-ODR: 3+ referrals for major violations or 2+ referrals for bullying | -Track ODR’s during intervention phase-Class participation rated by instructor-Complete homework worksheets | Complete 14 curriculum lessons and SRSS score of low-risk on next screening and no ODR for conduct for 4 consecutive weeks |