SELECTING AND MONITORING AN INTERVENTION FOR A STUDENT

Once an intervention is in place in your school, the process for the student tends to follow a set pattern. The checklist in Table 9 will help to guide staff through the process of selecting, accessing, and monitoring a targeted intervention for a student who has not responded to PB4L–SW Tier One supports or to the Tier Two strategies implemented by the Classroom Practices Team.

Table 9: Checklist for selecting and implementing a Tier Two intervention for a student

STAFF RESPONSIBLE	TASK	DATE COMPLETED
Tier Two Team representative	Gather information and discuss it with the student's teacher(s). (Information could include Big 5 data from the Tier One team, a nomination form, attendance data, and/or monitoring data from Classroom Practices support.) Notify the Tier Two Team leader of the student's name to be added to the next meeting's agenda. At the meeting, distribute data about the student and, if applicable,[14] information from the Classroom Practices Team that has been providing support (see sections 5.3 & 5.5).	
Tier Two Team	Review the student's data and (if applicable) the information from the Classroom Practices Team. If necessary, carry out a more detailed FBA to confirm the function of the student's behaviour and develop a full Behaviour Support Plan (see sections 4.3 & 4.4). Use a problem-solving approach to decide on an appropriate intervention to match the function of the student's behaviour and their support needs (e.g., academic, social, emotional).	
Intervention coordinator	Meet with the student's whānau and obtain permission to begin a targeted intervention. Once permission is obtained, meet with the student's teacher(s) to go through the Behaviour Support Plan and to discuss the intervention and how to reinforce planned strategies. If applicable, let the Classroom Practices Team know about the student's referral to the intervention. Begin the intervention. Collect student monitoring data to be discussed at the next Tier Two Team meeting.	
Tier Two Team	Discuss the student's progress towards their goal. Decide whether to continue, modify, or fade the intervention.	
Intervention coordinator	Continue to monitor the student's progress and update their record. Bring the student's monitoring data to the Tier Two Team for discussion and review.	

[14] 'If applicable' in this checklist covers the two possibilities of a student being directly referred to the Tier Two Team or being referred after support from a Classroom Practices Team has proved unsuccessful.