TBPS Group Interventions (Targeted Population)

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| Current Group Intervention | Function | Referral criteria | Frequency/ Intensity of Intervention | Resources needed (staff, space, $, time) | Schedule for Checking Progress | Effectiveness Measured(success criteria/ goal) | EXIT Criteria |
| Adult Att | Peer Att | Work Avoid/ Escape | other |
| CICO | X |  |  |  | # of office discipline referrals/ teacher referral | Daily check-ins | Staff person(s), time at beginning and end of day | Monthly | Average 80% points earned | 80% tchr.2 weeks80% pair 2 weeks80% ind. 2 weeks |
| Mentoring | X |  |  |  | Need for adult role model, clingy behavior | Weekly for 1 hour | Volunteers, organizer, space | trimester | Pre/post seeking adult attention | circulate due to need |
| Lunch dates(principal, counselor, SSS, etc) | X | X |  |  | Teacher request, discretion of professional | Weekly for 30 min… more than 1x /week… | Staffing, food | trimester | Pre/post around specific skills | circulate due to need |
| Everybody Wins(literacy mentoring) | X |  |  |  | Need for positive adult attention, literacy interest,Teacher referral | weekly | mentors | annually | Pre/post around literacy and adult attention | year long commitment |
| Social Skills Groups | X | X |  |  | Social deficits evidenced by discipline referrals, presence of disability, noted peer conflict | 30 minutes weekly | Staff, time outside of academics | trimester | Individualized goals addressed and progress measured | rubrics or accountability sheets |
| Zones of Regulation Group |  |  |  | x | Big behaviors, SWIS data | 30 minutes weekly | staff, time outside of academics, programming | 8 weeks | Individualized goals addressed and progress measured, rubrics | rubrics or accountability sheets |
| After school Activities |  | X |  |  | Low income families, lack of enrichment, need for social connection outside of school hours, need for increased physical activity | Dependent on activity | Organizations (scouts, dance, karate, sports, etc) scholarships | seasonally | Pre/post for self-esteem and connection with peers | usually the end of the activity will mean the end of the intervention |
| Social Thinking Groups | X | X |  |  | Persistent social deficits evidenced by discipline referrals, presence of disability, noted peer conflict | 30 minutes weekly | Staff, social thinking curriculum resources | trimester | Individualized goals addressed and progress measured | team decision |
| Interest clubs/groups |  | X |  |  | Social isolation, expressed interestSelf-referral | Dependent on club | Staff time (camera club, mileage club, etc) | trimester | Pre/post around fun, interest, engagement | none |
| DOCK breaks | X |  |  |  | Behavior plan, BEAC sheet planned breaks | Dependent on planned duration and frequency of breaks | Staff time, games, art supplies | yearly |  | None- as needed |
| Alternative Morning Meetings | X | X |  | X | Teacher nomination, EST referral, Data team referral | 30 minutes weekly | Staff time, supplies as needed for activities | 8 weeks | Pre/Post around specific skills | rubrics or accountability sheets |
| Medical groups(ie. Asthma group w/nurse  |  |  |  | X | Nurse/parent nominations | 30 minute monthly | staff, time,  | 6-8 weeks | self advocacy skills, rubrics possible | None |
|  |  |  |  |  |  |  |  |  |  |  |
| Intervention groups- academics |  |  |  |  | Data team referral, EST referral | Daily/weekly | staffing | 6 weeks | Pre/post data | meeting the standard on set assessments |