**School Level Intervention Mapping Tool**

**Purpose** of this tool is to (a) provide an overall picture of existing social emotional behavioral related interventions or initiatives available to students in your building, (b) determine the effectiveness, relevance, and fidelity for each, (c) resource allocation, and (d) determine areas of redundancy. This process is led by the School Level Team with representation from both education and community stakeholders.

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|  | **Intervention** | **Indicated****Need** | **Facilitator** | **Entrance****Criteria** | **% of student enrollment receiving intervention** | **Outcome Measurement** | **% of students responding** | **Evidence Based** | **Fidelity Measurement** |
| **Tier 1** |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| **Tier 2** |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| **Tier 3** |  |  |  |  |  |  |  |  |  |
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**Example of School Intervention Map**

\* Items indicated in **red** are “flagged” for conversation and action to be taken by school team.

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|  | **Intervention** | **Indicated Need** | **Facilitator** | **Entrance Criteria** | **% of student enrollment receiving intervention** | **Outcome Measurement** | **% of students responding** | **Evidence Based** | **Fidelity Measurement** |
| **Tier 1** | Social Emotional Behavioral Skills Curriculum | Increased social emotional behavioral instructional time | **Counselor** | None - all students | All | Time out of class | Time out of class reduced by 10% | Yes | Measured by weekly walkthroughs  |
| Classroom Community Circles | Increased community and safety perceptions | **Social Worker** | None - all students | All | Student Climate Survey | Student Climate Survey increased by 13% | **No** | Measured by weekly walkthroughs  |
| **Tier 2** | Check-in, Check-out | Low level behavioral needs* 2 major ODRs
* 1 suspension
* 5 nurse visits in 2 weeks
 | Resource Officer | * 1 suspension
* 2 ODRs
* Low elevation on screener
 | 12% of student enrollment | Daily progress report | 74% of students responding | Yes | CICO - Fidelity Implementation Measure |
| Problem Solving Skills Group | Anger Management, problem solving skills | Social Worker | * No response to CICO
* Suspension for physical aggression
* Teacher or family referral
 | 5% of student enrollment | Daily Progress Report & no new Office Discipline Referrals | 70% of students responding | Yes –reteaching skills from Tier 1 | **None** |
| Divorce Group | **Support for students of parental divorce** | Social Worker | * **Teacher or family referral**
 | 1% of student enrollment | **Unknown** | **Unknown** | **No** | **None** |
| Trauma Informed Evidence Based Group | Prevent fight, flight, freeze response per risk indications in screening data | Community Clinician | * No response to CICO
* Highly elevated on universal screener
 | 2% of student enrollment | * Daily progress report
* Time out of class
 | 75% of students responding | Yes | Evidence Based Group Fidelity Tool |
| **Tier 3** | Wraparound | Students with needs across home-school-community  | School Social Worker&Community Clinician | * No response to two Tier 2 interventions
* At-risk for change in placement
* Highly elevated on universal screener
 | 2% of student enrollment | Individualized per student | 72% of students responding | Yes | Wraparound Integrity Tool |
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**Discussions for School Team Based Upon Example:**

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| **Discussion Item** | **Decision** | **Action Steps** |
| Utilizing school based clinicians to facilitate Tier 1 practices (e.g.: teaching SEB skills curriculum, Classroom Community Circles) | Need to build the capacity of teachers to teach SEB skills and facilitate Circles | * Provide professional development to staff on clinician skills being utilized at higher tiers to provide “why”
* Survey staff for current skill and needs
* Create gradual release process for teachers implementing Tier 1 practices
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| Lack of fidelity for Classroom Community Circles | Keep practice due to promising practice and research in juvenile justice field. Continue to track data on impact. |  |
| No fidelity measure for Problem Solving Skills Group | The group is producing outcomes and uses evidence-based features. Keep practice and create fidelity measure. | * Facilitator with support from District PBIS Coach create a fidelity checklist to be completed every 6 weeks
 |
| Divorce Group | Due to multiple factors (e.g.: lack of data, evidence base) not in place with group, the group will be removed from continuum of supports. | * Consider adding a coping skills group utilizing SEB lessons taught at Tier 1
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