






























































**Positive Behavior Support for At-Risk Students
Intervention Decision Sheet**

	 Most appropriate	 May be appropriate	 Additional information needed	 Not recommended	Behavior Education Program	Verbal De-escalation Training	Social Skills Training	Conflict Resolution Training	Anger Management Training
Abusive Language									
Defiance/Disrespect									
Disruption									
Dress Code Violation									
Fighting/Physical Aggression									
Harassment/Tease/Taunt									
Skip Class/Truancy									
Tardy									
Vandalism/Property Damage									
Weapons									
Large number of students with Multiple Referrals									
Referrals occur in multiple settings									
Referrals made by multiple staff members									
High number of referrals made by small portion of staff									
Frequent non-referred tantrums									
Frequent non-referred reports of student/teacher conflicts									

Data obtained from SWIS

Intervention Decision Worksheet

Attached you will find a checklist containing several SWIS problem behaviors, as well as several pieces of information that were discussed in the overview of interventions for at-risk students. This checklist is intended to help you determine which intervention would be most appropriate for your school's needs.

The checklist uses a coding system to help identify interventions that are more appropriate for certain problem behaviors, and interventions where you will need to perform an in-depth examination of your school's data before deciding if that course of action would be appropriate.

Boxes containing circles indicate a strong match between the problem behavior and the intervention. For example, the box corresponding to Abusive Language and Social Skills Training contains a circle, which means that Social Skills Training would be an appropriate intervention for students exhibiting Abusive Language.

Boxes that are shaded indicate situations where a more detailed analysis of your school's data will be needed before making a decision regarding interventions. For example, the boxes corresponding to Abusive Language and Verbal De-escalation Training, Conflict Resolution Training, and Anger Management Training are each shaded. This would mean that additional information would need to be discovered before deciding if any of those interventions would be appropriate for your school. The additional information you would need to discover was discussed in the overview, and is also provided as a reference to you on the following pages.

Boxes that are blank indicate situations where the presence of a problem behavior may be appropriate for a particular intervention, but there is not a particularly strong match between the behavior and the intervention. For example, the box corresponding to "Frequent non-referred tantrums" and Conflict Resolution Training is blank; CRT may benefit some students who have frequent tantrums (depending on the students and their situations), but CRT is not particularly recommended for this condition. Verbal De-escalation Training, Social Skills Training, and Anger Management Training are all more highly recommended for frequent non-referred tantrums.

Boxes that have been blacked out designate interventions that are not appropriate for those particular problem behaviors or conditions.

After identifying the main problem behaviors for individual students in your at-risk population, calculate the top three most-referred behaviors for your overall at-risk population. Find these problem behaviors on the checklist, and look across the columns to see which interventions can be applied to that problem behavior. Place a check mark in each open column for that behavior. Remember to check the additional criteria reference page for shaded boxes in order to determine whether a checkmark should be placed in that box. Go through the rest of your data to see if any of the conditions towards the bottom of the checklist also apply to your at-risk population (i.e., "Large number of students with multiple referrals," "High number of referrals made by small portion of staff," etc...). You will need to run different reports in SWIS to find this information; the non-referred conditions will need to be determined through surveys or minor reports.

Look down the columns for each intervention. Those columns with the most circled checkmarks indicate interventions that would be best suited to your school. Columns with a high number of checkmarks, but few circled checkmarks, may also be considered potential interventions; it is up to your team to decide which intervention will best meet the needs of your school. Schools may implement more than one intervention; the checklist can serve to prioritize the order in which you receive training in each method.

Additional Criteria for Shaded Boxes

Abusive Language:

- Verbal De-escalation training would only be appropriate if abusive language referrals were for language that was directed at teachers. Student-to-student, or independent student abusive language referrals would not indicate a need for teacher training in de-escalation techniques.
- Conflict Resolution and Anger Management training would only be appropriate for abusive language referrals that involved student-to-teacher and/or student-to-student conflict situations (e.g., verbal arguments). A student referred for cussing to him/herself would not indicate a need for either of these interventions.

Defiance/Disrespect:

- Anger Management training would only be appropriate if the defiance/in-subordination referral was in response to student reactions to teacher demands. Records of these referrals would have to convey that the student had an emotional reaction to his/her teacher's request or comment.

Disruption:

- Conflict Resolution and Anger Management training would only be appropriate when the disruption referrals were issued as a result of the student arguing or fighting with another student and/or the teacher. Disruption referrals for attention-seeking, horseplay, and other non-conflict oriented situations would not reflect a need for CRT or AMT.

Fighting/Physical Aggression:

- The Behavior Education Program would only be appropriate if the majority of your school's referrals for fighting/physical aggression reflected non-dangerous forms of aggression (e.g., pushing, tripping, etc...). The BEP is not a good choice for dangerous behavior (dangerous behavior is better addressed by a functional behavior analysis). Also, keep in mind that the BEP is NOT recommended for students who find adult attention aversive.
- Verbal De-escalation Training would only be appropriate if the majority of fighting/physical aggression referrals reflected incidents that were directed at teachers and/or staff. Verbal De-escalation training is for teachers to use with students; therefore, it would not address student-to-student aggression.

Harassment:

- Verbal De-escalation Training would be appropriate only if the harassment were directed at teachers. VDT is not appropriate for student-to-student interactions.
- Conflict Resolution and Anger Management Training would be appropriate only if the majority of the harassment referrals reflected incidents that took place as a result of a student conflict (i.e., prior to or during a physical fight). Referrals reflecting

instances where students ‘spontaneously’ harassed one another would not indicate a need for CRT or AMT.

Vandalism/Property Damage:

- Verbal De-escalation Training is only appropriate if property damage has been occurring as a result of conflict between the student and teacher (e.g., the student damages a desk after the teacher places a demand on him/her).
- Anger Management Training is only appropriate if the majority of property damage is occurring as a result or by-product of student-to-student or student-to-teacher conflict (e.g., a student tries to punch another student, but winds up hitting and denting a locker instead).

Frequent non-referred reports of student/teacher conflicts:

- The Behavior Education Program would not be appropriate if this information indicated the students found adult attention aversive (e.g., the student reacted negatively to almost all teacher comments and requests). The BEP may be considered appropriate if non-referred student/teacher conflicts reflected situations that occurred as a result of specific comments or requests.