SOCIAL SKILLS INTERVENTION GROUP ESSENTIAL FEATURES EXAMPLE

**Intervention Essential Features**

* Academic or social behavioral interventions are strategies or techniques applied to instruction in order to teach a new skill, build fluency in a skill, or encourage application of an existing skill to a new situation.
* Interventions require a targeted assessment, planning and data collection. Interventions should be researched-based and monitored regularly (progress monitoring) to determine student growth and to inform instruction.

**School Name:**  Best Elementary

**Intervention** ☐ Check-In, Check-Out ☐ Social Skills Intervention Group

☐ Check & Connect ☐ Self-Monitoring

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| Name of Intervention | PAWS - (Positive Action with Support) Check-In, Check-Out (CICO) | |
| 1. Description of intervention that includes function addressed:  ☐ Obtain adult & peer attention  ☐ Avoid/Escape social interaction/task/activity | Social Skill Intervention Groups are primarily for students who demonstrate social skill deficits (acquisition deficits, performance or fluency deficits, or competing problem behaviors). This could include students who have trouble making or keeping friends, have an inability to respond appropriately in particular situations, and/or are uncooperative.  Direct social skill instruction occurs in small groups with the Social Skill Group Facilitator. Skills, based on the universal schoolwide expectations from the matrix, are taught during each lesson and steps for completing skills are shared with staff members directly involved with the students who participate in the intervention. Staff members involved reinforce skills taught in the SSIG in the general classroom setting by displaying prompts for the skills and providing additional instruction and regular feedback. | |
| 2. Intervention coordinator and/or facilitator(s) identified | The intervention coordinator is the primary manager of data that is used to monitor each student’s response to the SSIG intervention. This data is prioritized and shared with the Tier 2 Team. The intervention coordinator is also responsible for contacting parents and orienting facilitators and parents to the intervention.  The intervention facilitators are responsible for developing and delivering lessons weekly at minimum with a small group of students who demonstrate social skill deficits. Facilitators inform teaching staff exactly what skills have been taught in each session and what students must demonstrate to show success with the skill. Facilitators assist classroom teachers in rating student performance of specific social skills. Facilitators also assist classroom teachers to identify universal social skills lessons that complement the SSIG lessons.  Intervention Coordinator: Tier 2 Coach  Intervention Facilitators:  • School Counselor  • Speech Language Pathologist  • Special Education Teacher | |
| 3. List at least two sources of data used to identify students for intervention:  ☐ Existing school data  ☐ Teacher/parent nomination  ☐ Emotional-behavioral screening  process  ☐ Other  Describe criteria (i.e. data decisions rules) for entry to intervention | Multiple strategies are used to identify students for Tier 2 support. Refer to the Student Identification Plan in our Tier 2 staff handbook for details. |
| 4. Description of system to determine function of student behavior that includes both:  ☐ Records Review  ☐ Context Analysis | Tier 2 Team reviews existing school data, universal screening, and teacher nominations to identify function of behavior and match to appropriate intervention. Data is collected and compiled through the Tier 2 Adapted FACTS Part A to determine the function of the behavior. |
| 5. Description of documented procedures for introducing/orienting new participants to the intervention for:  ☐ Students  ☐ Teachers  ☐ Families | The intervention coordinator is responsible for contacting parents and orienting facilitators, staff, and parents to the intervention.   * The designated intervention coordinator works with applicable teachers to provide information about the collection of baseline data. * The facilitator reviews the program with the student, explains the procedures and invites the student to participate. When the child agrees, the process begins with the facilitator meeting with the student before the intervention begins. * The intervention facilitator meets with the staff members involved and explains the intervention, skills that are taught during each lesson and steps for completing skills The facilitator also reviews how to give precorrects, prompts and cues for use of skills and how to give positive specific and corrective feedback for use of skills. * The intervention coordinator contacts families to explain the intervention and to teach the parents in how they can support their child in SSIG. |
| 6. Description of data-based system for monitoring student progress in intervention (daily/weekly progress report ratings and monitoring with data decisions applied at least monthly) | DPRs are used daily to provide specific, positive feedback to students at designated intervals. The skills on the DPR are based on the schoolwide matrix, and coordinate with the lessons taught in the small group. (For example, students might have a lesson on active listening as a component of the expectation of being respectful.) DPRs are turned in to the facilitator at the end of the week. The facilitator enters the scores into a spreadsheet and produces graphs for the coordinator to compile and prioritize for discussion at upcoming team meetings. Data is reviewed biweekly at Tier 2 Team meetings by the team to determine effectiveness of intervention. |
| 7. Documented fading process that includes decision rules, description of process and graduation from intervention | After completing the formal social skills intervention lessons for 8 weeks, students will learn how to self-manage based on the weekly DPR. Students will self-monitor which include goal setting, self- recording, self-evaluation, and self-reinforcement for the week of social skills instruction. The goal is for students to maintain 80% of points throughout the fading process.   * Phase 1- Weeks 1 and 2-Teacher and student score together and compare ratings at the end of each class period. If the student data remains at the behavior goal of 80% or higher, the student/teacher ratings agree 80-85% of the time, proceed to Phase 2. * Phase 2- Week 1-Student begins self-monitoring. Teacher rates 4 out of 5 days. * Phase 2- Week 2- Student self-monitoring. Teacher rates 3 out of 5 days. * Phase 2- Week 3- Student self-monitoring. Teacher rates 2 out of 5 days. * Phase 2- Week 4- Student Self- Monitoring. Teacher rates 1 out of 5 days. * Phase 2- Week 5- Student Self-Monitoring Teacher rates 0 out of 5 days. * Phase 3- Student data stays at or above goal line while self-monitoring. Plan for graduation. |
| 8. Description of documented strategies for promoting generalization & maintenance of skills across settings & over time that are linked to schoolwide expectations | After completing the full 8-week formal social skills intervention lessons and successful demonstration of self-management, the student receives a graduation ceremony of which parents and friends are invited. The Tier 2 Team keeps in contact with teachers and reviews existing school data biweekly. Students receive high rates of specific, positive feedback, and are recognized quarterly for successfully following the schoolwide expectations as set by the matrix. Additionally, after graduation, the student may continue to self-monitor and receive booster lessons from the classroom teacher if requested by the student or teacher. |
| 9. Description of documented strategies for weekly family communication/ feedback regarding intervention | The intervention facilitator sends home weekly informational letters and Parent Tip Sheets with social skill set cards. The DPR Daily Parent Connection from goal sheet (cut off of the bottom) is sent home with students at the end of each day. Extra points are earned if the DPR is signed and returned the next day. Teachers email and/or call families regarding the progress they are seeing in their classrooms. Parents are invited to graduation party when the student successfully completes the intervention. |
| 10. Description of documented strategies for weekly communication/feedback with participating classroom teachers | The facilitator attends weekly grade level meetings to meet with involved staff and share the weekly lesson plans and goals for students involved in the SSIG intervention. Staff has opportunity to ask questions and clarify understanding at these meetings.  The facilitator provides a copy of each student’s weekly graph to all participating teachers. Prior to Tier 2 Team meetings, the intervention coordinator sends notifications to applicable staff members that their student’s data will be discussed. It is highly recommended that the classroom teachers of the student attend the portion of the meeting during which their student’s data is reviewed. |
| 11. Description of documented strategies for regular (at least quarterly) updates to full staff regarding intervention or students involved in intervention | At monthly staff meetings, the intervention coordinator provides a brief update about the intervention to all staff members. This update includes the number of students:  • Who have participated to date  • Are currently enrolled in the program  • Who graduated from the program  • Who required additional and/or more intensive intervention |
| 12. Description of documented system for monitoring fidelity of implementation of intervention process when student data indicates a questionable or poor response | The SSIG Lesson Plan Fidelity Checklist is completed by the intervention coordinator before implementation of the SSIG group. The SSIG Progress Monitoring Checklist is completed by staff involved in the first 2 weeks of a new intervention group by the intervention coordinator. The SSIG Session Fidelity Checklist is completed each session by the intervention facilitator. |
| 13. Description of documented system for annually assessing social validity of intervention | The SSIG Intervention Rating Profile is completed by staff involved within two weeks of new group and reported to the intervention coordinator. The SSIG Student Participant Interview is completed by students involved at end of the group and returned to the intervention coordinator. The Coordinator collects and aggregates social validity data annually; the Tier 2 Team reviews the data and modifies the intervention as needed. This information is shared with full staff. |
| 14. Description of documented system for annually evaluating intervention outcomes that includes:  ☐ # Students Participating  ☐ # Students Graduating  ☐ # Students Needing More Intensive  Support | The intervention coordinator produces an annual report that includes the total number of students who participated, students who graduated, those who were referred for more intensive support, and academic and behavioral data for the intervention participants. |