Social-Emotional Behavior (SEB) Intervention Plan Workbook



WORKBOOK



CONTENTS

- 2 SECTION 1 INTRODUCTION
- 3 SECTION 2 WORKSHEETS
 - 4 SOCIAL-EMOTIONAL BEHAVIOR (SEB) TIER 1 INTERVENTION PLAN
 - 6 SOCIAL-EMOTIONAL BEHAVIOR (SEB) TIER 2/TIER 3 STUDENT INTERVENTION PLAN
- 15 | SECTION 3 CONCLUSION
- **16** | REFERENCES



SECTION 1

A social-emotional behavior (SEB) intervention plan is a workflow tool that drives collaborative, datainformed decision making around student supports. It serves as a centralized source of all key information about students' SEB needs, relevant data, goals, and progress.

Whether developed for Tier 1, small groups, or individual students' SEB needs, a plan document drives alignment across stakeholders while supports are being provided. The data and information in the plan are key to evaluating the effectiveness of supports and serve as an invaluable artifact for guiding supports in the future.

There's no one-size-fits-all SEB plan that will work for every district. SEB plan designs can—and should be tailored to the workflows and decision making processes of each unique team, evolving over time to continually guide discussion and actions.

The goal of this workbook is to provide data-driven teams with templates to help kickstart or enhance their current SEB plan designs and bolster data-driven decisions around SEB instruction and interventions. This resource includes both a universal, Tier 1 support plan template as well as a more individualized, Tier 2/3 SEB plan template. Teams are invited to use the pieces and parts that are helpful and adapt them to suit their needs.

To discuss your team's strategies and questions around supporting students' SEB needs, don't hesitate to **reach out**.

For additional support, download the Integrating Social-Emotional Behavior (SEB) Supports to Ensure Long-Term Student Success Playbook.

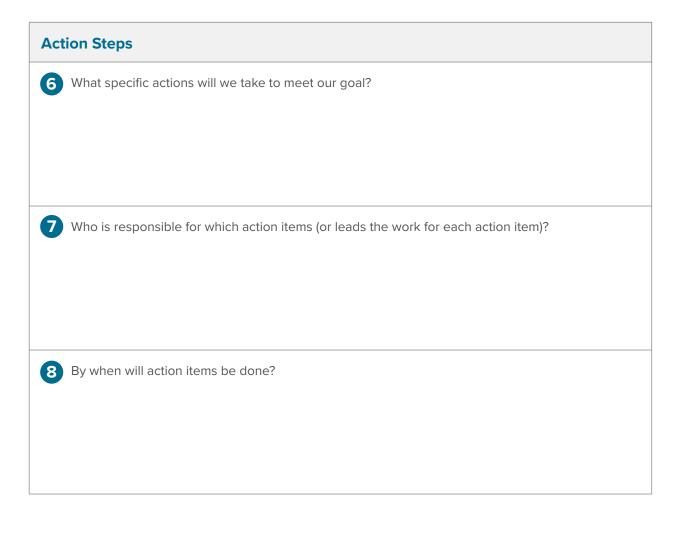


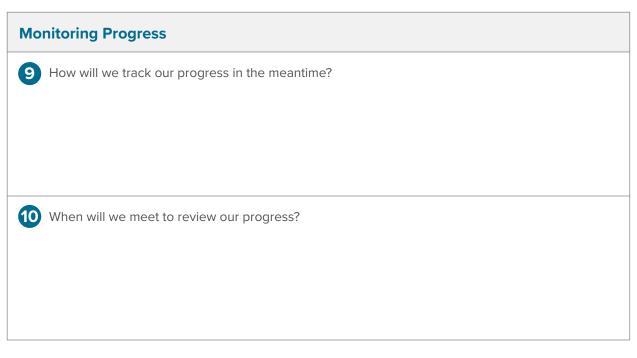
SECTION 2 WORKSHEETS

8

SOCIAL-EMOTIONAL BEHAVIOR (SEB) TIER 1 INTERVENTION PLAN

Universal SEB Need & Goal
1 What is the Tier 1 SEB need that we identified?
2 What evidence confirms this need?
3 What is our goal?
4 What data will be used to measure goal attainment?
5 By when will we accomplish our goal?





SOCIAL-EMOTIONAL BEHAVIOR (SEB) TIER 2/TIER 3 STUDENT INTERVENTION PLAN

Student Information		
Student Name:	DOB:	Age:
Grade: School:	Teacher:	
Guardian (1) Name:		
Email:	Phone:	
Address:		
Guardian (2) Name:		
Email:	Phone:	
Address:		

Team Members	
Case Coordinator:	
Teacher:	
Specialist(s):	
Administrator:	
Other:	
Other:	

Student Strengths & Need	ls	
Describe the student's strengths, interests, and preferences.		
Describe the primary "target behavior" for intervention, using examples.		
Describe how the target behavior is different from what is expected.		
Are there other SEB concerns, i	n addition to the primary target behavior?	Check all that apply.
 Aggression/fighting Bullying/name calling Inappropriate language Defiance Disrespect Distracts others Work refusal/completion 	 Extreme anger Extreme anxiety Extreme sadness/depression Inappropriate language Self-harming behavior Inappropriate language Violence/threats Other	
Are there academic concerns? (Check all that apply.	
Reading Phonemic awareness Phonics/decoding Fluency Vocabulary Comprehension 	Math Basic number sense Foundational math skills Problem solving/word problems	Writing Handwriting/spelling Grammar/conventions Composition

Supporting Data	
Attach and summarize the student's social-emotional behavior (SEB) screening data and SEB skill diagnostic data.	
Attach and summarize the Functional Behavior Assessment (FBA) data, if applicable.	
Attach and summarize the student's academic data.	
Attach and summarize any other relevant data (e.g., attendance or teacher observations.)	

9

Target Behavior Analysis	
In what location does the target behavior usually or	ccur? What time of day?
Classroom	Playground
Gym	Cafeteria
Locker room	🗌 Hallway
Bathroom	Library
Lining up	Passing period
Time of Day:	
Antecedent: What happens immediately before the	e target behavior?
Educator request: Academic	Peer request: Academic
Educator request: SEB	Peer request: SEB
Educator request: Other	Peer request: Other
Describe/Provide Details:	
Describer rovide Details.	
	-2
Consequence: What is the outcome of the behavio	r?
Function: Does the behavior appear to be serving a	a function? If so, what?
Obtain sensory stimulation	Avoid peer attention
Avoid sensory stimulation	Avoid peer group work
Obtain adult attention	Avoid individual work
Avoid adult attention	Obtain tangible item
Obtain peer attention	Does not appear to serve a function
Describe/Provide Details:	

Existing & Previous Supports		
Are any Tier 1 preventative strategies currently being implemented for SEB? Consider ICEL: (Instruction, <u>C</u> urriculum, <u>E</u> nvironment, <u>L</u> earner) in your response.		
Strategic seating	Adjusting daily schedule	
Minimizing distractions	Encouraging work breaks	
Establishing clear expectations	Adjusting assignments	
Signaling transition times	Other	
Have other SEB interventions been implemented to individualized interventions? If so, what are they?	o support this student in Tier 2 group or Tier 3	

Problem Analysis

Do the data indicate that a Tier 2 or Tier 3 SEB intervention is needed? Consider:

• Are there Tier 1 supports in place to address this need?

- Are they evidence-based?
- Are they being implemented with fidelity?
- Are 80% of students responding to those supports?
- Are there other concerns that are impacting the target behavior?
- Is there enough data to make a decision?

If yes, what type of support is needed?

- The behavior appears to be skill-based. We will provide an evidence-based intervention designed to develop the following SEB skill:
- The behavior appears to be motivation-driven. We will provide an evidence-based intervention designed to address the following function:

Intervention Selection Select an appropriate intervent	tion that directly addresses the SEB need.
Instructional Strategy	
Date/Phase	
Person Responsible	
Materials	
Setting	
Time	

Progress Monitoring Plan	1
Progress Monitoring Tool Used	
Frequency	
By Whom	

Intervention Review Meeting Schedule

Establish the next meeting in which to review the progress monitoring and intervention fidelity data. *Note: Intervention should be reviewed every 3 weeks.*

Next Meeting Date	Time	Location

Additional Supports

Outline any other Tier 1 or preventative strategies that will be implemented to support the student beyond the intervention.

Setting Event/Antecedent Strategies What measures will be taken to provide a more positive learning environment and prevent the target behavior?	 Strategic seating Minimizing distractions Establishing clear expectations Signaling transition times Adjusting daily schedule Encouraging work breaks Adjusting assignments Other:
Behavior Teaching Strategies How will positive behaviors or skills be taught to the student?	 Targeted social skills instruction Practice expected behaviors in class Reminders of behavior expectations Prompt before transitions Teaching self-management skills Teaching verbal and non-verbal communication skills Identifying appropriate settings for behavior Other:
Consequence Strategies What responses will be taken toward the target behavior to provide feedback?	 Increased use of restorative practices Communication home Follow-up with preferred staff member Offering the student choices Using classroom's "calming space" Other:

Intervention Review Meetings
Meeting #1 Date:
Team Decision:
Continue the intervention because progress is evident, although the goal has not been met
(a new review date must be agreed upon).
☐ Fade intervention because the student has met the goal. Ongoing monthly monitoring will occur.
Exit the intervention.
If exiting, why?
 Discontinue the intervention because the goal has been met (or problem has been resolved).
Adjusting to a different intervention strategy.
Consider the development of a 504 plan.
Consider the need for special education referral. The results of this intervention will contribute
to the evaluation and determination of entitlement for special education services.
Other:
Explanation of the Decision:
Summarize the data in narrative form
Follow-Up:
Describe any follow-up steps or activities as determined by the team

Meeting #2 Date:
 Team Decision: Continue the intervention because progress is evident, although the goal has not been met (a new review date must be agreed upon). Fade intervention because the student has met the goal. Ongoing monthly monitoring will occur. Exit the intervention.
If exiting, why? Discontinue the intervention because the goal has been met (or problem has been resolved). Adjusting to a different intervention strategy. Consider the development of a 504 plan. Consider the need for special education referral. The results of this intervention will contribute to the evaluation and determination of entitlement for special education services. Other:
Summarize the data in narrative form Follow-Up: Describe any follow-up steps or activities as determined by the team

15

SECTION 3 CONCLUSION

BOLSTER COLLABORATIVE, DATA-DRIVEN SEB SUPPORTS FOR STUDENTS, SCHOOLS, AND SYSTEMS

School and student SEB intervention plans are a key element to collaborative, data-driven whole child supports. However, many districts struggle with siloed data, disjointed documentation, and disparate systems and practices, making it difficult to realize the maximum, positive impacts that these efforts can have on student success and equitable outcomes.

eduCLIMBER is an MTSS Collaboration and Management tool providing whole child data integration and built-in tools for key MTSS practices, including SEB intervention management, behavior incident tracking and reporting, and SEB intervention plans.

Reach out today to learn how eduCLIMBER can help bolster your data-driven SEB supports with all learners.



eduCLIMBER Clients: These student intervention plan templates are available in your account! Download these free smartFORMS from the climberCLOUD to start using or editing them today:

- SEB Tier 1 Intervention Plan
- SEB Tier 2/Tier 3 Student Intervention Plan

16

REFERENCES & OTHER RESOURCES

Elements of student plan adapted from:

Kovaleski, J. F., & Pederson, J. (2008). Best practices in data analysis teaming. In A. Thomas & J. Grimes (Eds.), Best practices in school psychology V (pp. 115-130). Bethesda, MD: National Association of School Psychologists

Vermont NEA. (2021). Addressing student behavior: A positive approach. Behavioral Intervention Guide. <u>https://www.vtnea.org/uploads/files/Behavior%20Intervention%20Guide-9.13.pdf</u>



Illuminate Education equips educators to take a data-driven approach to serving the whole child. Our solution combines comprehensive assessment, MTSS management and collaboration, and real-time dashboard tools, and puts them in the hands of educators. As a result, educators can monitor learning and growth, identify academic and social-emotional behavioral needs, and align targeted supports in order to accelerate learning for each student.

©2021 Illuminate Education. All rights reserved.