



Social-Emotional Behavior (SEB) Intervention Plan Workbook



WORKBOOK

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SECTION 1

INTRODUCTION

A social-emotional behavior (SEB) intervention plan is a workflow tool that drives collaborative, data-informed 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



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?

Action Steps

6 What specific actions will we take to meet our goal?

7 Who is responsible for which action items (or leads the work for each action item)?

8 By when will action items be done?

Monitoring Progress

9 How will we track our progress in the meantime?

10 When will we meet to review our progress?

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 & Needs																	
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.																	
<p>Are there other SEB concerns, in addition to the primary target behavior? Check all that apply.</p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Aggression/fighting</td> <td><input type="checkbox"/> Extreme anger</td> </tr> <tr> <td><input type="checkbox"/> Bullying/name calling</td> <td><input type="checkbox"/> Extreme anxiety</td> </tr> <tr> <td><input type="checkbox"/> Inappropriate language</td> <td><input type="checkbox"/> Extreme sadness/depression</td> </tr> <tr> <td><input type="checkbox"/> Defiance</td> <td><input type="checkbox"/> Inappropriate language</td> </tr> <tr> <td><input type="checkbox"/> Disrespect</td> <td><input type="checkbox"/> Self-harming behavior</td> </tr> <tr> <td><input type="checkbox"/> Distracts others</td> <td><input type="checkbox"/> Inappropriate language</td> </tr> <tr> <td><input type="checkbox"/> Work refusal/completion</td> <td><input type="checkbox"/> Violence/threats</td> </tr> <tr> <td></td> <td><input type="checkbox"/> Other _____</td> </tr> </table>		<input type="checkbox"/> Aggression/fighting	<input type="checkbox"/> Extreme anger	<input type="checkbox"/> Bullying/name calling	<input type="checkbox"/> Extreme anxiety	<input type="checkbox"/> Inappropriate language	<input type="checkbox"/> Extreme sadness/depression	<input type="checkbox"/> Defiance	<input type="checkbox"/> Inappropriate language	<input type="checkbox"/> Disrespect	<input type="checkbox"/> Self-harming behavior	<input type="checkbox"/> Distracts others	<input type="checkbox"/> Inappropriate language	<input type="checkbox"/> Work refusal/completion	<input type="checkbox"/> Violence/threats		<input type="checkbox"/> Other _____
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<p>Are there academic concerns? Check all that apply.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; vertical-align: top;"> <p>Reading</p> <input type="checkbox"/> Phonemic awareness <input type="checkbox"/> Phonics/decoding <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension </td> <td style="width: 33%; vertical-align: top;"> <p>Math</p> <input type="checkbox"/> Basic number sense <input type="checkbox"/> Foundational math skills <input type="checkbox"/> Problem solving/word problems <input type="checkbox"/> Other _____ </td> <td style="width: 33%; vertical-align: top;"> <p>Writing</p> <input type="checkbox"/> Handwriting/spelling <input type="checkbox"/> Grammar/conventions <input type="checkbox"/> Composition </td> </tr> </table>		<p>Reading</p> <input type="checkbox"/> Phonemic awareness <input type="checkbox"/> Phonics/decoding <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<p>Math</p> <input type="checkbox"/> Basic number sense <input type="checkbox"/> Foundational math skills <input type="checkbox"/> Problem solving/word problems <input type="checkbox"/> Other _____	<p>Writing</p> <input type="checkbox"/> Handwriting/spelling <input type="checkbox"/> Grammar/conventions <input type="checkbox"/> Composition													
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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.)	

Target Behavior Analysis

In what location does the target behavior usually occur? What time of day?

- | | |
|--------------------------------------|---|
| <input type="checkbox"/> Classroom | <input type="checkbox"/> Playground |
| <input type="checkbox"/> Gym | <input type="checkbox"/> Cafeteria |
| <input type="checkbox"/> Locker room | <input type="checkbox"/> Hallway |
| <input type="checkbox"/> Bathroom | <input type="checkbox"/> Library |
| <input type="checkbox"/> Lining up | <input type="checkbox"/> Passing period |

Time of Day: _____

Antecedent: What happens immediately before the target behavior?

- | | |
|---|---|
| <input type="checkbox"/> Educator request: Academic | <input type="checkbox"/> Peer request: Academic |
| <input type="checkbox"/> Educator request: SEB | <input type="checkbox"/> Peer request: SEB |
| <input type="checkbox"/> Educator request: Other | <input type="checkbox"/> Peer request: Other |

Describe/Provide Details:

Consequence: What is the outcome of the behavior?

Function: Does the behavior appear to be serving a function? If so, what?

- | | |
|---|---|
| <input type="checkbox"/> Obtain sensory stimulation | <input type="checkbox"/> Avoid peer attention |
| <input type="checkbox"/> Avoid sensory stimulation | <input type="checkbox"/> Avoid peer group work |
| <input type="checkbox"/> Obtain adult attention | <input type="checkbox"/> Avoid individual work |
| <input type="checkbox"/> Avoid adult attention | <input type="checkbox"/> Obtain tangible item |
| <input type="checkbox"/> Obtain peer attention | <input type="checkbox"/> Does not appear to serve a function |

Describe/Provide Details:

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

Progress Monitoring Plan	
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. <i>Note: Intervention should be reviewed every 3 weeks.</i>		
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.	
<p>Setting Event/Antecedent Strategies What measures will be taken to provide a more positive learning environment and prevent the target behavior?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Strategic seating <input type="checkbox"/> Minimizing distractions <input type="checkbox"/> Establishing clear expectations <input type="checkbox"/> Signaling transition times <input type="checkbox"/> Adjusting daily schedule <input type="checkbox"/> Encouraging work breaks <input type="checkbox"/> Adjusting assignments <input type="checkbox"/> Other: _____
<p>Behavior Teaching Strategies How will positive behaviors or skills be taught to the student?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Targeted social skills instruction <input type="checkbox"/> Practice expected behaviors in class <input type="checkbox"/> Reminders of behavior expectations <input type="checkbox"/> Prompt before transitions <input type="checkbox"/> Teaching self-management skills <input type="checkbox"/> Teaching verbal and non-verbal communication skills <input type="checkbox"/> Identifying appropriate settings for behavior <input type="checkbox"/> Other: _____
<p>Consequence Strategies What responses will be taken toward the target behavior to provide feedback?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Increased use of restorative practices <input type="checkbox"/> Communication home <input type="checkbox"/> Follow-up with preferred staff member <input type="checkbox"/> Offering the student choices <input type="checkbox"/> Using classroom's "calming space" <input type="checkbox"/> 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: _____

Explanation of the Decision:

Summarize the data in narrative form

Follow-Up:

Describe any follow-up steps or activities as determined by the team

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](#)

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. <https://www.vtnea.org/uploads/files/Behavior%20Intervention%20Guide-9.13.pdf>



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.

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