

School-Wide Strategies Identifying Intervention Targets

Use this tool to determine the targets of school-wide strategies and interventions. Use as many copies of page two as is necessary to create a list of all of the school-wide strategies used in your school (you may already have this list from the *Stop, Start, Continue, Change* activity in Module #6).

Think about all the ways in which you teach and support both behavior and academics. Use the descriptions you create in column #1 to determine the primary intervention target for the given strategy. Some strategies may fall into more than one category. When you have completed this task for all school-wide strategies, assess for a balanced constellation of all four intervention targets. If strategies are unbalanced, consider what strategies could be added to meet a wider range of student needs. For example, if most strategies fall into the cognitive problem solving and operant strategies, more relational and regulation strategies are needed to achieve a balanced constellation. If strategies fall primarily in the relationship building category, you would want to add strategies in the other areas.

Strategy	Intervention Target			
	Emotional & Behavioral Regulation (Module #9)	Relationship Building (Module #10)	Cognitive Problem Solving (Module #11)	Operant (Module #11)
<p><i>Name and describe the strategy in the box below. Then consider what the target of this intervention is. Some strategies may fit into more than one target area.</i></p>	<p><i>The focus of the strategy is to build emotional and behavioral regulation through meeting sensory needs, creating regulation through rhythm and movement, or to create a sense of calm. Can also identify and eliminate emotional triggers. Targets lower brain functions.</i></p>	<p><i>The focus of the strategy is to build relational connection with and/or among students through building trust, safety, and empowerment. Targets relational coaching, is inclusive of all students, and aims to reduce bullying, isolation and victimization. Targets the emotional and relational parts of the brain.</i></p>	<p><i>The focus of the strategy is to develop problem-solving and executive functioning skills. This includes working with students to develop academic skills, learn new content, or to understand thoughts and beliefs that are underlying behavioral and academic outcomes. May encourage students to identify and verbalize these thoughts and beliefs. Targets the thinking parts of the brain.</i></p>	<p><i>The focus of the strategy is grounded in cognitive functioning, in that it is based on the belief that rewarding a desired behavior will increase the performance of that behavior and that providing a negative consequence for a non-desired behavior will extinguish it. Student must be able to access executive functioning in the thinking parts of the brain.</i></p>

School-Wide Strategies Identifying Intervention Targets

	Intervention Target (check all that apply)			
Strategy (name or brief description of strategy)	Emotional and Behavioral Regulation	Relationship Building	Cognitive Problem Solving	Operant