**PBIS Intervention Menu**

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| **What is this?**  An intervention menu is a list of trusted or research-based strategies to use with students you’re supporting.  **How should I use it?**   * When you’re developing action plans during a Positive Behavioral Interventions and Supports (PBIS) or Student Support Team (SST) meeting, reference this menu for ideas on how to support your students. * Use this template as inspiration to develop your own intervention menu. It can be even more powerful and effective when teachers or support staff build an intervention with their own ideas, learnings, and knowledge about their school community. |

**Tier 1 Interventions and Practices**

* Visual Schedule
* [Take a Break](https://www.edutopia.org/blog/brain-breaks-focused-attention-practices-lori-desautels#:~:text=When%20we%20take%20a%20brain,incubate%20and%20process%20new%20information.)
* Logical Consequences
* [Class Passes](https://www.interventioncentral.org/behavior_management_escape_avoidance_Class_Pass)
* Behavior-specific Praise
* [Good Behavior Game](https://www.interventioncentral.org/behavioral-interventions/schoolwide-classroommgmt/good-behavior-game)
* [Group Contingencies](https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/bwrl/mdm0/~edisp/mde034045.pdf)
* [Token Economy](https://pent.ca.gov/pbis/ri/Tokeneconomies-PBISPENT.aspx)
* [Pre-Corrections](https://www.understood.org/articles/en/evidence-based-behavior-strategy-pre-correcting-and-prompting)
* [*Your idea*]
* [*Your idea*]
* [*Your idea*]

**Tier 2 Interventions**

* [2X10 Relationship Building](#Relationship_Building)
* Peer Mentoring
* [Check In/Check Out](#CheckIn_CheckOut)
* Daily Behavior Report Card
* [Social Stories](https://www.pbisworld.com/tier-2/social-stories/)
* [Self-Monitoring](https://www.interventioncentral.org/node/961544)
* [*Your idea*]
* [*Your idea*]
* [*Your idea*]

**Tier 3 Interventions**

* Counseling
* Reward System
* [Noncontingent Reinforcement](#Noncontingent_Reinforcement)
* Video Modeling
* [Individual and Visual Schedules](https://home.lps.org/mtssb/files/2016/08/VisualSchedules.pdf?file=2016/08/VisualSchedules.pdf)
* [Adult Mentoring](https://www.molineschools.org/apps/pages/index.jsp?uREC_ID=723257&type=d&pREC_ID=1198774)
* Behavior Skill Practice
* [*Your idea*]
* [*Your idea*]
* [*Your idea*

**As a bonus, get an in-depth look at three strategies from this menu on the next page.**

**An In-Depth Look at 3 Strategies****Check-In/Check-Out**

*Tier 2 or Tier 3 Strategy*

Check-in / Check-out (CICO) is a program that provides students with immediate feedback on behavior and increased positive adult attention daily.

On a daily basis, successful implementation of the CICO intervention includes:

1. **Morning Check-In.** Students complete a “check-in” with their mentor each morning after arriving at school and receive their daily “point card.” Students will carry their point card with them throughout the day, and teachers will assign points when the student meets daily goals. The goal of this morning meeting is to review behavioral goals, collaboratively set goals for the day, and provide encouragement.
2. **Monitoring, Evaluation, and Feedback.** Throughout the day, the teacher observes the student's behaviors. Using the expectations listed on the student's daily progress report as a reference, the teacher shares regular feedback with the student. In addition to giving regular verbal feedback, the teacher gives written feedback on the point card at the end of each class period or instructional block.
3. **Check-Out.** At the end of the day, students meet with the same adult whom they began the day with. Together, they assess the total on their “point card” and discuss if the daily goals and target behaviors were reached. If the student met their goals, the mentor provides verbal praise. If the point goal was not met, the mentor offers supportive encouragement. Students may also take their point card home with them for a caregiver to review and sign. The student will then bring it back to school the next day.

**Note:** To use Check-In/Check-Out as a Tier 3 strategy, the following changes can be made:

* Teachers can increase the frequency of feedback that students receive
* Behavior goals should be focused on replacement behaviors from the student’s Behavior Intervention Plan
* Use [function-based rewards](https://www.mayinstitute.org/pdfs/presentations/PBIS2019-T-A3A-Rewards%20Don't%20Work%20Slides.pdf) and reinforcers
* Add explicit skill instruction during the student's morning check-in

You can read more about the [Check-In/Check-Out](https://www.panoramaed.com/blog/check-in-check-out-cico-intervention) strategy here.

**2x10 Relationship Building**

*Tier 2 Strategy*  
The 2x10 intervention is spending 2 minutes per day with a student for 10 consecutive school days. This intervention works best for students who are having a hard time maintaining positive relationships in the classroom, exhibiting disruptive behaviors, or are in need of extra emotional support.  
  
Choose one student whom you would like to strengthen your relationship with.

1. Select when you are going to approach the student (e.g., at the beginning of a class period).
2. Find the student and start a conversation with them. To build a productive relationship with a student, adults will likely have to initiate the connection.
3. The focus of these conversations should be:
   * **Brevity.** These conversations should last two minutes or under.
   * **Student Voice.** Invite them to share something non-academic with you about their day or life. [Here are some great get-to-know-you question prompts](https://www.panoramaed.com/blog/get-to-know-you-questions-for-students).
   * **Honesty.** Model transparency and authenticity by sharing something personal/non-academic with the student.

Learn more about 2x10 Relationship Building [here](https://www.panoramaed.com/blog/2x10-relationship-building-strategy).

**Noncontingent Reinforcement**

*Tier 3 Strategy*

Noncontingent reinforcement is a strategy for building self-esteem with students. These can be thought of as “random acts of kindness” from an educator, such as giving a reward like a sticker “just because,” separate from any associated behavior. This will teach the student that the teacher cares about them because of who they are, not because of their behaviors. Use this strategy often with students to show them that their self-worth is not tied to how they behave.

Learn more about Noncontingent Reinforcement [here](https://education.missouri.edu/ebi/2011/09/17/noncontingent-reinforcement/).