

## Intervention Definitions

### Psycho/Social Interventions

**Art therapy:** Structured art activities specifically designed to help students identify issues and deal with emotions in a socially acceptable manner, as well as to develop skills and self confidence in personal expression.

**Group recreation:** Structured recreational activities specifically designed to help the student understand and deal with emotions in a socially acceptable manner, as well as to develop skills, self confidence, and body awareness.

**Music therapy:** Structured music activities specifically designed to help the student understand and deal with emotions in a socially acceptable manner, as well as to develop skills and self confidence in personal expression.

**Drama therapy:** Structured drama activities specifically designed to help the student understand and deal with emotions in a socially acceptable manner, gain insight into the emotions and diverse opinions of others, as well as to develop skills and self confidence in personal expression.

**Brain gym:** A program of 26 targeted physical activities that enhance learning in all areas.

**Physical therapy:** A service provided by a licensed physical therapist designed to develop or restore neuromuscular and/or sensorimotor functions and to develop and maintain maximal performance levels within the individual's physical capabilities.

**Team/group building activities:** Activities that are specifically designed to promote group or team cohesiveness and teaches social processing.

**Counseling:** A service provided by a skilled individual, professional or paraprofessional, designed to help the student understand emotions and behaviors through insight, processing and activities which will lead to improved behavior.

**Problem Solving Process:** A process in which a group of students look at a problem together - identify the problem, come up with possible solutions, identify a solution to try, make a plan to try the solution, and then figure out how to evaluate the solution.

**Problem Solving individually:** A process in which a student looks at a problem, often with the assistance of a staff person - identifies the problem, comes up with possible solutions, identifies a solution to try, makes a plan to try the solution, and then figures out how to evaluate the solution.

**Anger management training group:** A program which teaches students how to identify anger and to develop appropriate coping mechanisms.

**Anger management training individually:** A program which teaches a student how to identify anger and to develop appropriate coping mechanisms.

**Conflict resolution training group:** A process which teaches students to recognize and effectively deal with conflicts. This type of program often includes problem solving strategies and anger management skills, as well as resolution techniques.

**Conflict resolution training individually:** A process which teaches a student to recognize and effectively deal with conflicts. This type of program often includes problem solving strategies and anger management skills, as well as resolution techniques.

**Conflict resolution drama:** Identifies specific conflict scenarios and teaches through visual and emotional processing.

**Life space interview:** A specially structured interview with a student and a staff member to help the student understand behavior, consequences, and to create a consensus plan to apply learned skills.

**Social skills instruction group:** A process which teaches students social skills so that they can learn to get along with others in multiple situations.

**Social skills instruction individually:** A process which teaches a student social skills so that he or she can learn to get along with others in multiple situations.

**Safety plan:** A specific plan developed for students who have a high level of risk to others in a school environment.

**Crisis plan:** A specific plan developed for students who may have a crisis at school.

**Positive behavior intervention plan:** A specific plan developed for students to help them use positive behaviors by controlling antecedent events, changing the environment, teaching them new skills, and developing their strengths.

**Walk and talk:** An approach designed to utilize the benefits of movement in the communication process.

**Physical activity:** Regular use of physical movement to help impact neurobiology as an aid in regulation of anger and frustration.

**Adult mentorship:** A relationship with an adult in school that is supportive and caring.

**Peer mentorship:** A relationship with an age appropriate peer who models good skills.

**Interagency meeting:** People representing various agencies working together collaboratively to design and implement strategies and interventions to help a student and family.

**Self monitoring:** A structured approach for a student to identify and to monitor behaviors.

### **Academic Interventions**

**Tutoring:** Individual or small group academic help outside of regular classroom time.

**Focused academic instruction (not reading):** Academic instruction using specific materials, methods, or technology for a specific student.

**Focused reading instruction:** Scientifically supported and validated reading instruction using specific materials, methods, or technology for a specific student.

**Vocational training:** Training and supported placement which specifically prepares a student to participate in the work force.

**Speech therapy:** The habilitation or prevention of communicative disorders.

**Journaling:** Using writing as a tool to examine and express emotions that impact behaviors.

**Field trips:** Trips that are designed to enrich instruction.

### **Traditional Behavioral Interventions**

**Rewards and consequences:** An organized system of rewarding appropriate behavior and giving appropriate consequences for disruptive behavior.

**Calls to parents:** Individual phone call to a parent or guardian about a concern.

**Consistent parent contact:** Scheduled contact to foster positive teacher/parent relationship.

**Teacher/parent meeting:** Meeting with a teacher and a parent or guardian to discuss the student's behavior and progress.

**Point and level system individual:** Provides the student feedback on specific identified behaviors by awarding points for appropriate behaviors.

**Point and level system class:** Provides the students in a class feedback on specific identified behaviors by awarding points for appropriate behaviors.

**Contracts:** A written or verbal agreement between students and staff concerning an identified issue.

**Time out inside classroom:** A strategy designed for the student to be removed from stimuli while remaining in the area.

**Time out outside of classroom:** A strategy designed for the student to be removed from stimuli by leaving the area.

**Time out room:** Use of an isolated structure that reduces the students' exposure to stimuli.

**Formal cues:** Specific words or actions that are designed to trigger an agreed upon course of action.

**Informal cues:** Recognition of student antecedent behavior to trigger preventive action.

### **Environmental Interventions**

**Transition rituals:** A consistently implemented routine designed to help the student transition from one situation to another.

**Greeting rituals:** A consistently implemented routine to transition the student into the school setting.

**Teacher or staff proximity:** Use of physical proximity as a supportive intervention. This can include such things as escorting a student in the hall.

**Classroom arrangement:** Intentional arrangement of classroom space designed to support instruction and manage behaviors.

**Seating of student:** Assigning seats as an aid to academic or behavioral goals.

**Intermittent positive reinforcement:** Reinforcing a student for appropriate behavior on an intermittent schedule.

**Class trips:** Trips that are designed as rewards and socializing experiences.

**Extra support at unstructured times during the school day:** Some students may need to have extra support from school staff or older peers at the unstructured times such as lunch, before and after school and class changes.