NSW Department of Education 

# Matching student need to intervention

An effective identification system will include a process that allows teachers, parents, and/or students themselves to submit candidate names to be considered for Tier 2 targeted intervention.

## Step 1 – Nominations

In a tiered intervention framework, prevention means intervening with students before they face serious academic or behavioural concerns.

|  |  |  |
| --- | --- | --- |
| **Request for assistance:**  | **Existing school data:** | **Universal screening:** |
| Does the completed request for assistance contain adequate information to move forward? | Does the student meet our data decision rule? | What other sources of data can the team consider? |

Did the student receive instruction on School-wide and Classroom expectations, rules and procedures?

Has the student recently received recognition of for following School-wide and Classroom expectations, rules and procedures?

## Step 2 – Collect and review data, clarify behaviour of concern, and identify function

A process for gathering applicable information in a timely manner so that function of behaviour can be considered before deciding on possible interventions.

* Clarify the behaviour of concern in observable and measurable terms
* Collect and compile the student data
* Complete a context analysis to determine what is maintaining the behaviour of concern and where is most and least likely to occur
* What conditions are most likely to lead to the behaviour of concern?
* What response reliably follows the behaviour of concern?
* Analyse information including ABC data

|  |  |
| --- | --- |
| **Get/ Obtain** | **Escape/ Avoid** |
| Adult attention | Work  |
| Peer attention | Adult/ peer attention |
| Preferred object or activity | An activity |
| Sensory stimulation | Sensory stimulation |

## Step 3 – Match intervention to function

Select an intervention that best addresses the function of the behaviour of concern and the needs of the student.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Check in, check out | Social skills supports | Self-monitoring | Restorative practices | Buddy groups |
| Obtain adult attention  | X | X | X | X | X |
| Obtain peer attention |  | X | X | X | X |
| Avoid adult attention  |  | X | X | X | X |
| Avoid peer attention |  | X | X | X |  |
| Access activities or objects |  | X | X | X | X |
| Avoid activities or tasks |  | X | X | X | X |

## Step 4 – Monitor student progress

Data collected during the monitoring of a student's response to an intervention is crucial for evaluating the effectiveness of an intervention. Without objective measures, detecting behavioural changes may prove challenging, as progress can occur gradually and may not be readily apparent.