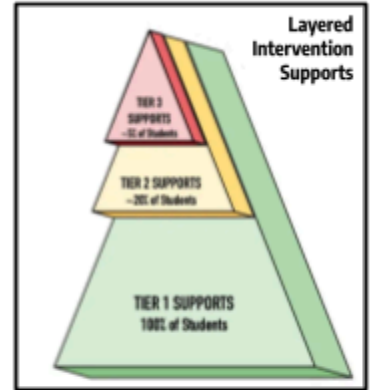




Burlington Community School District Elementary Intervention Library SOCIAL EMOTIONAL LEARNING

Multi-Tiered Systems of Support



Tier 3 Intensive Interventions

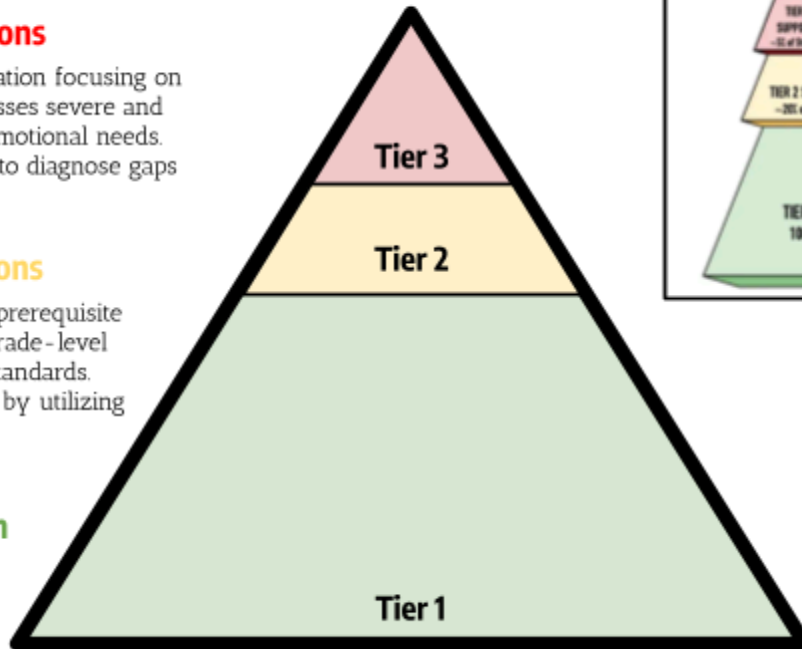
Individualized, intensive remediation focusing on skills below grade-level. Addresses severe and persistent academic or social-emotional needs. Additional data may be needed to diagnose gaps in essential targets.

Tier 2 Targeted Interventions

Additional support focusing on prerequisite skills students need to master grade-level academic or social-emotional standards. Needs can usually be identified by utilizing existing assessments (screeners, formatives, etc).

Tier 1 Universal Instruction

Access to essential grade-level academic and social-emotional standards for ALL STUDENTS.



Priority Targeted Interventions

Intervention Title <i>*Click link for intervention details*</i>	Instructional Focus	Priority Intervention	Page Number
**NOTE: All SEL interventions are meant to be implemented as an addition to strong classroom management practices and will not be effective in the absence of strong classroom management. A list of evidence-based classroom management practices can be found at this link .			
Check-in/Check-Out	Performance Fluency	Yes Classroom Teacher & Interventionist	5
Corrective Teaching Strategies	Performance Acquisition Fluency	Yes Classroom Teacher	6
Mentoring Group (SAIG, Lunch Group, etc.)	Performance Acquisition Fluency	Yes Interventionist	7
Reflection Sheets	Performance Fluency	Yes Classroom Teacher	8
Conference with Guardian	Performance Fluency	Yes Classroom Teacher	9
GOLD Intentional Teaching Experiences OR Mighty Minutes Activities	Performance Acquisition Fluency	Yes Classroom Teacher PK	13

Intensive Interventions

Intervention Title <i>*Click link for intervention details*</i>	Instructional Focus	Priority Intervention	Page Number
**NOTE: All SEL interventions are meant to be implemented as an addition to strong classroom management practices and will not be effective in the absence of strong classroom management. A list of evidence-based classroom management practices can be found at this link .			
Peer/Adult Mentor	Performance Acquisition Fluency		10
1:1 Skill Instruction	Acquisition		11
Counseling/ Social Work Services	Performance Acquisition Fluency		12

Adaptive Behavior

Adaptive Behavior Checklist (Ages 5-10): [5-10: Adaptive Behavior Checklist](#)

Adaptive Behavior Checklist (Ages 11+): [11+: Adaptive Behavior Checklist](#)

Intervention Title <i>*Click link for intervention details*</i>	Instructional Focus
Communication	
Listening Deeply (Panorama Playbook)	<p>In this activity, students learn about and practice three listening skills: body language, focus, and expressing empathy. They will practice being active, authentic listeners with a partner– listening to make the speaker feel heard without reciprocating in the conversation. Speakers will also become more comfortable sharing about themselves and expressing feelings.</p> <p>Instructions</p>
Communication cards (Panorama Playbook)	<p>Create physical cards that are developmentally matched to the students’ age and abilities. They can include the words help or break and/or include pictures.</p> <p>Model how to use it and when to use it</p> <p>Provide students with practice opportunities to appropriately hold up the card</p> <p>When the student holds up the break or help card, communicate with a thumbs up or thumbs down or verbal yes or no to indicate if it is a good time to a break or if you are able to help now or in a few minutes</p>
Concern, Feeling, Request (Panorama Playbook)	<p>Teach the student the framework, model it and encourage them to use it when expressing frustrations.</p> <p style="padding-left: 40px;">CONCERN: My concern is... FEELING: My feeling is... REQUEST: My request is...</p> <p>Example: “My concern is that you have asked me to clean my room five times today. My feeling is annoyed because I’m trying to finish my schoolwork first. My request is that you give me a deadline to finish cleaning my room so that I can manage my own time.”</p>
Self-Care Skills	
Connection Journaling	<p>Prepare a list of prompts that include open-ended questions about students' lives, interests, and feelings. Example: What has been the highlight of your week? Describe something that has been worrying you lately.</p> <p>Explain the Activity: “Today, we're going to take a few minutes to connect through a written check-in. This is a chance for you to share with me what's going on in your life, and it's</p>

	<p>completely confidential.”</p> <p>Model Responses: Share your own responses to the prompts to humanize yourself and promote desired norms.</p>
Structured breaks	<p>Provide students with a cool down time, allow students time away from a stressful or potentially stressful situation, helps students with poor attention and focus, gives kids that need sensory input, gives fidgety kids and those who have trouble sitting still for periods an opportunity to get up and move.</p> <p>Structured Breaks</p>
Social Skills	
S.T.O.P. (Panorama Playbook)	<p>This strategy helps students make connections between their situational awareness and self-regulation skills.</p>
My Personal Space (Panorama Playbook)	<p>Students will learn about the concept of personal space while building advocacy and communication skills.</p>
Empathy Mapping (Panorama Playbook)	<p>When used with students, the goal is to build social awareness and social perspective-taking tools.</p>
Social Stories (Panorama Playbook)	<p>Social Stories is an intervention that involves a written description of the situations under which specific behaviors are expected to occur. In short, it describes (via visually represented stories or scripts) situations or skills in terms of relevant social cues. The Social Stories intervention is primarily used for both social behaviors and routines that you want to increase as well as those that are new and anxiety-provoking for students.</p> <p>Social story examples</p>
Occupational Skills	
Visual schedules	<p>Individual schedules should be provided that are specific to tasks which are giving some children difficulties. These schedules should be intentionally used throughout the daily routine and should be available in the settings in which they will be used. Place the schedule in a prominent and easy to reach place. Laminate or protect the schedule so that it can be touched and handled. Use repetitive, simple, specific language that is easy to understand and focuses on the task. Direct your student to check the work system with a visual/verbal prompt (e.g. ‘what do we do first?’) Prompt the student to go to the next step by pointing or stating “next”.</p>
Modeling	<p>Physically showing the student by modeling the action or gesturing to indicate a motion you want the student to do. Analyze the skill so that you know the steps of the task you are teaching your students. Break the total task into small steps so that you will know when it is appropriate to combine steps as the student progresses.</p>
Play & Leisure	
W.O.W. What’s up? Own up.	<p>The goal is to provide students with a framework for reflecting on and unpacking</p>

What now? (Panorama Playbook)	<p>conflicts by sharing their perspective, owning their actions, and making a commitment for approaching future interactions.</p> <p>Facilitator Guide</p>
Mindful Media: Finding Balance (Panorama Playbook)	<p>Encourages students to critically examine their media consumption habits and its impact on their well-being. Discussing media balance helps students become more mindful of their digital consumption and its impacts. Reflecting on personal media use encourages self-awareness, while sharing strategies and setting goals promotes accountability and supports behavioral change.</p>
Health & Safety	
Safe Spaces (Panorama Playbook)	<p>The goal of this activity is to both guide students in reflecting on their experiences related to feeling safe in school-based settings as well as take proactive actions to improve physical, intellectual, and emotional safety in their classroom.</p>
The “Why” of a Rule (Panorama Playbook)	<p>This strategy shows the importance for students to think critically about the expectations that society has put in place and why people might approach a situation in different ways. By understanding the reasons behind the expectations, students can start to see how they might be unfair or biased. Additionally, by thinking about why people might approach a situation differently, students can begin to empathize with others and see things from their perspective. Ultimately, the goal of this activity is for students to develop a deeper understanding of the world around them, as well as to think flexibly in order to solve problems.</p>
Self-Management	
I-Plan (Panorama Playbook)	<p>The goal of this strategy is to focus on building executive functioning by scaffolding the development of students' organizational skills.</p>
Personal Road Map (Panorama Playbook)	<p>Goal setting</p> <p>Personal Road Map Worksheet</p>
Five Step Problem Solving (Panorama Playbook)	<ol style="list-style-type: none"> 1. Define the problem 2. Brainstorm possible solutions 3. Evaluate possible solutions 4. Try out a solution 5. Reflect on the enacted solution and try another, if needed
Mindset Mechanics (Panorama Playbook)	<p>This lesson on growth mindset and executive functioning skills aims to foster a positive outlook towards challenges and enhance students' self-management, problem-solving, and emotion regulation skills.</p>
Overcoming Avoidance	<p>The goals of this strategy include: Helping students recognize the cycle of avoidance and its</p>

(Panorama Playbook)	negative consequences. Equipping students with tools and strategies to engage in approach behaviors, breaking down overwhelming tasks, and finding joy and mastery through action.
Priority Lists (Panorama Playbook)	The goals of this strategy include: Teaching students how to categorize and prioritize their tasks, helping them manage their workload effectively. Enhancing executive function skills, fostering self-regulation, and encouraging responsible decision-making.

Prevention Strategies

Prevention Strategies	Description
<p>***NOTE: Strategies from this list are NOT meant to be used as stand-alone interventions. Because these strategies lack an instructional component, they are intended to be used IN ADDITION TO an intervention from the menus above.</p>	
Structured Breaks	Provide students with a cool down time, allow students time away from a stressful or potentially stressful situation, help avoid a power struggle between you and the student, helps students with poor attention and focus, gives kids that need sensory input, gives fidgety kids and those who have trouble sitting still for periods an opportunity to get up and move. Structured Breaks
Wraparound Services	Frequent meetings between all relevant staff members to coordinate SEL services.
Preference Assessments	Provides valuable insight as to the preferences a student desires or prefers. Gives good data for developing behavior plans and reward or incentive systems. Use it when: students do not respond to rewards, when nothing seems to motivate a student, a student is disinterested in school work, following directives, rules, expectations, etc, you need to know what motivates a student, what kind of rewards they prefer, and what they might be more likely to work for, or students cannot directly express or is not sure what kind of reward they would work for. Forced Choice Reinforcement Survey Dunn - Rankin Reward Preference Inventory
Reward Systems	Provides students with positive feedback, students respond to positive reinforcement best, helps reinforce positive behaviors and expectations, provides incentive Increases motivation, buy - in, and effort, produces a challenge with a pay - off, creates incentive Improves behavior and academics, increases on task and attending behaviors, produces immediate and quick results, provides a visual concrete reason for students to work toward behavioral and academic goals Reward Systems
Individual & Visual Schedules	Use when: Students exhibit significant disorganization, students get lost or have difficulty figuring out what is next in the daily routine, a student is on the Autism Spectrum, a student is a strong visual learner, students are frequently off task, inattentive, and unfocused, students fail to complete tasks in a timely manner and/or lose or misplace work, students need more structure, students are defiant and oppositional. Resources available at the following link: Individual & Visual Schedules
Non-verbal Cues and Signals	Creates a working relationship with students without calling attention to the student in a negative manner, is discrete and quick, saves class and instruction time, makes students more comfortable and likely to participate and be involved, easy to do and effective, improves and builds student confidence and self-esteem. Non-verbal Cues and Signals
Proximity	Keeping the student close to students or staff members to prevent problem behaviors or to redirect when needed.
Assign Leadership Opportunities	Give the student a task to do that will help them become a part of the community. This job would remain consistent. For example, assign the student to be the "materials manager" who always helps the teacher distribute classroom materials or papers.

Offering Choices	Ask the student to choose between two options. Both should be options that work for the teacher but give the student control over how the task is performed. For example, "You may choose to work on sight words on the floor or at your desk." "You need to complete this math assignment, but you may choose which problems to complete first." "Would you rather use a pencil or a crayon to complete this task?"
Organizational Tools	Provides increased order for the student mentally and logistically, improves student awareness of belongings, papers, supplies, etc, increases student success and morale, improves work completion and returning or handing in of work, provides increased structure, helps to develop and establish routines, schedules, etc, increases student responsibility and follow through, holds students more accountable, improves student self-confidence, decreases missing and lost assignments, improves time management, increases attending behaviors. Organizational Tools
Restorative Practices	The 5 R's of restorative practices are: relationship, respect, responsibility, repair and reintegration. Restorative practices seek to address a damaged relationship between the person who caused a harm, the recipient of the harm and the community to which the harm was felt. This process works to communicate respectfully the responsibilities of everyone involved, explore solutions for how to repair the harm and identify opportunities to reintegrate the individual who caused the harm back into the community. Article with examples of Restorative Practices
Sensory Tools	Some kids' behaviors are due primarily to sensory issues, therefore, simple sensory interventions can greatly alleviate these behavioral barriers, providing students with the sensory stimulation they need results in increased work production, on task behavior, improved focus and attention, and a happier, more content student. Sensory Tools

Check-In/Check-Out

PRIORITY - CLASSROOM TEACHER & INTERVENTIONIST

Instructional Focus:

Self-Awareness
 Self-Management
 Responsible Decision-Making
 Relationship Skills
 Social Awareness

Session Frequency:	Session Duration:	Who is trained?
Minimum 2 sessions/day	<5 mins/session	Training not required; detailed instructions located below.
Diagnostic Considerations		Exit Criteria:
Reinforcer Survey Age/Developmental Level		When point goals are consistently being met (90% on on the chart for 10 days within a *reasonable* timeframe) the student can be <i>phased out</i> of the intervention. Discuss phase out options with the problem-solving team.
Recommended Group Size:	Materials:	Progress Monitoring Tool:
1 Student	CICO K-1 Point Sheet CICO 2-6 Point Sheet	CICO Point Sheet (Graph Average Percentage Weekly in Panorama)
Critical Instructional Components:		
<p>Intervention Duration: 4-6 weeks of implementation with fidelity (can be discontinued sooner if exit criteria has been met); then review data at Problem Solving meeting to determine if intervention should be continued, modified or discontinued.</p> <p>Session Details: Most effective with students who are reinforced with positive adult attention. The student should check in each morning with a designated adult to set behavior goals for the day. The student then carries their CICO sheet with them throughout the day, getting feedback from classroom teacher(s) regarding their set goals. The student then reviews their point sheet at the end of the day with their designated adult and calculates total points/percentages. The staff member who visits with the student should pick one low area and teach a replacement behavior. A copy of the CICO sheet is then sent home for parent/guardian review and signature.</p> <p>Fidelity Tools/Instructional Components: CICO Fidelity Checklist</p>		

[*CLICK HERE TO RETURN TO MENU*](#)

Corrective Teaching Strategies

PRIORITY - CLASSROOM TEACHER

Instructional Focus:

Self-Awareness
Self-Management
Responsible Decision-Making
Relationship Skills
Social Awareness

Session Frequency:	Session Duration:	Who is trained?
As needed	<2 min	Training not required; detailed instructions located below.

Diagnostic Considerations	Exit Criteria:
None.	1 or fewer occurrences per day for 10 days (not consecutive but within a reasonable timeframe)

Recommended Group Size:	Materials:	Progress Monitoring Tool:
1 Student	Visual Cues	Tally Sheet - Track frequency of teaching occurrences (daily, graph in Panorama before problem-solving meetings)

Critical Instructional Components:

Intervention Duration: 4-6 weeks of implementation with fidelity (can be discontinued sooner if exit criteria has been met); then review data at Problem Solving meeting to determine if intervention should be continued, modified or discontinued.

Session Details: Use corrective teaching strategies when a student demonstrates an undesired behavior.
“I noticed you were _____. What I need you to do is _____ because _____. One way you can do that is by _____.”
For example: “I noticed you were talking before raising your hand. What I need you to do is raise your hand before you talk because that will make sure everyone gets a chance to speak and make sure everyone in class can hear what the speaker is saying. One way you can remember to do that is to look at this picture of a student raising your hand on your desk.”

Fidelity Tools/Instructional Components:
None.

[*CLICK HERE TO RETURN TO MENU*](#)

Mentoring Group (SAIG, Lunch Group, etc.)

PRIORITY - INTERVENTIONIST

Instructional Focus:

Self-Awareness
 Self-Management
 Responsible Decision-Making
 Relationship Skills
 Social Awareness

Session Frequency:	Session Duration:	Who is trained?			
2-3 sessions/week	20-45 mins/session	BH: Ashley Lee Shaq Baker	GR: Deb Schroeder Shaq Baker	NH: Brittany Pieper Chris White	SS: Dianna Todd Chris White
Diagnostic Considerations		Exit Criteria:			
Panorama SEL Screener Results Common peer groups Common areas of concern		Consistent improvements in area of concern - qualitative and quantitative data Completion of group curriculum			
Recommended Group Size:	Materials:	Progress Monitoring Tool:			
3-7 Students	SAIG Materials	SAIG Progress Monitoring PK-3 SAIG Progress Monitoring 4-8			
Critical Instructional Components:					
Intervention Duration: SAIG Groups - 9 weeks					
Session Details: Curriculum and session details can be found here					
Fidelity Tools/Instructional Components: SAIG curriculum					

[*CLICK HERE TO RETURN TO MENU*](#)

Reflection Sheets

PRIORITY - CLASSROOM TEACHER

Instructional Focus:

Self-Awareness
Self-Management
Responsible Decision-Making
Relationship Skills
Social Awareness

Session Frequency:	Session Duration:	Who is trained?
As Needed	<15 Minutes	Training not required; detailed instructions located below.
Diagnostic Considerations		Exit Criteria:
For kids who are easily distracted by peers, who need time away to refocus		1 or fewer occurrences per day for 10 days (not consecutive but within a reasonable timeframe)
Recommended Group Size:	Materials:	Progress Monitoring Tool:
1 Student	Lower Grade Reflection Sheet Upper Grade Reflection Sheets	Track number of reflection sheets in Panorama weekly (note which PBIS area the reflection sheet is for).
Critical Instructional Components:		
Intervention Duration: 4-6 weeks of implementation with fidelity (can be discontinued sooner if exit criteria has been met); then review data at Problem Solving meeting to determine if intervention should be continued, modified or discontinued.		
Session Details: Find a willing teacher in a nearby classroom and arrange a space for the student to go to. Provide a folder with reflection sheets and a pencil. Send the student to the buddy room when they are distracted by peers or need time away to refocus. Student fills out the appropriate reflection sheet (Safe, Responsible, Respectful) in the buddy room. When the sheet is complete, the student will return to their classroom teacher for a debrief before rejoining the class. Debrief includes reading the student's reflection, discussing the behavior and appropriate alternative behaviors. Follow-up with any restorative actions that the student and staff member discussed.		
Fidelity Tools/Instructional Components: None.		

[*CLICK HERE TO RETURN TO MENU*](#)

Conference with Guardian

PRIORITY - CLASSROOM TEACHER

Instructional Focus:

Self-Awareness
 Self-Management
 Responsible Decision-Making
 Relationship Skills
 Social Awareness

Session Frequency:	Session Duration:	Who is trained?
As needed	Varies	Training not required; detailed instructions located below.
Diagnostic Considerations		Exit Criteria:
None.		During the phone call, negative behaviors would become the topic less frequently.
Recommended Group Size:	Materials:	Progress Monitoring Tool:
1 Student	Partnering with Parents for Student Success Script	Document in PLP log in Infinite Campus, Upload log into Panorama.
Critical Instructional Components:		
<p>Intervention Duration: 1 or 2 per week for 4-6 weeks (can be discontinued sooner if exit criteria has been met); then review data at Problem Solving meeting to determine if intervention should be continued, modified or discontinued.</p> <p>Session Details: Arrange a schedule with the parent to determine frequency of updates. Use the preparation sheet to ensure the conversation remains focused on student progress and growth.</p> <p>Fidelity Tools/Instructional Components: None.</p>		

[*CLICK HERE TO RETURN TO MENU*](#)

Peer/Adult Mentor

Instructional Focus:

Self-Awareness
Self-Management
Responsible Decision-Making
Relationship Skills
Social Awareness

Session Frequency:	Session Duration:	Who is trained?
1-2 sessions/week	30 mins/session	Training not required; detailed instructions located below.
Diagnostic Considerations		Exit Criteria:
For students who need to build relationships with adults at school.		May exit from the intervention after negative behaviors decrease, but meetings can continue to occur to maintain the relationship.
Recommended Group Size:	Materials:	Progress Monitoring Tool:
1 mentor 1 Student	List Materials Here	Document with Notes Only in Panorama weekly
Critical Instructional Components:		
Intervention Duration: 4-6 weeks of implementation with fidelity (can be discontinued sooner if exit criteria has been met); then review data at Problem Solving meeting to determine if intervention should be continued, modified or discontinued.		
Session Details: The primary purpose of mentoring is to build a relationship. The mentor should establish trust and be a supportive role model in the mentee's life.		
Fidelity Tools/Instructional Components: None.		

[*CLICK HERE TO RETURN TO MENU*](#)

1:1 Skill Instruction

Instructional Focus:

Self-Awareness
Self-Management
Responsible Decision-Making
Relationship Skills
Social Awareness

Session Frequency:	Session Duration:	Who is trained?			
3-5 sessions/week	10-15 mins/session	BH: Ashley Lee Shaq Baker	GR: Deb Schroeder Shaq Baker	NH: Brittany Pieper Chris White	SS: Dianna Todd Chris White
Diagnostic Considerations		Exit Criteria:			
For students who need instruction on how to perform replacement behaviors.		May exit from the intervention when the student begins to use the target skills.			
Recommended Group Size:	Materials:	Progress Monitoring Tool:			
1 Student	Tally Sheet Positive Action Supplemental Lessons Zones of Regulations Red and Green Choices Kinderskills PBIS World Conscious Discipline Go Noodle Mindfulness Videos	Tally Sheet - Track frequency of student's use of the target skill (daily, graph in Panorama before problem-solving meetings)			
Critical Instructional Components:					
Intervention Duration: 4-6 Weeks					
Session Details: The purpose of this intervention is to teach skills and/or replacement behaviors that the student hasn't demonstrated. For instance, a student who struggles with emotional regulation may need direct instruction for how to recognize the emotions they are feeling and how to appropriately react to those emotions. An important part of this intervention is teaching the students to self-monitor the skill being taught.					
Fidelity Tools/Instructional Components: None.					

[*CLICK HERE TO RETURN TO MENU*](#)

Counseling/ Social Work Services

Instructional Focus:

Self-Awareness
Self-Management
Responsible Decision-Making
Relationship Skills
Social Awareness

Session Frequency:	Session Duration:	Who is trained?			
2-3 sessions/week	30-45 mins/session	BH: Ashley Lee Shaq Baker	GR: Deb Schroeder Shaq Baker	NH: Brittany Pieper Chris White	SS: Dianna Todd Chris White
Diagnostic Considerations		Exit Criteria:			
SEL Panorama Screener BCSD K-2 SEL Screener Choose students who have similar support needs for groups.		Exit students when SEL screener scores improve.			
Recommended Group Size:	Materials:	Progress Monitoring Tool:			
1 or More Students	Picture Books Sesame Street Communities Social Stories Other	Notes only (document in Panorama) <i>*SEL Staff will collaborate to develop more progress monitoring tools for this intervention</i>			
Critical Instructional Components:					
Intervention Duration: 4-6 Weeks					
Session Details: Counselor/Social Worker will support students who are experiencing barriers to their educational success. School social workers will provide consultation and collaboration with staff within the school system. Will also consider the student's home life and the potential it may have on social/emotional and educational outcomes.					
Fidelity Tools/Instructional Components: None.					

[*CLICK HERE TO RETURN TO MENU*](#)

GOLD Intentional Teaching Experiences OR Mighty Minutes Activities

Instructional Focus:

Performance
Acquisition
Fluency

Session Frequency:	Session Duration:	Who is trained?
1-4 sessions per week	ITA: 10-15 mins. MM: 5 mins.	Preschool Instructional Coach and Preschool Teachers
Diagnostic Considerations:		Exit Criteria:
BCSD Preschool Screener IGDIs		Consider exiting student from intervention when they begin to develop behaviors at the appropriate age band (blue)
Recommended Group Size:	Materials:	Progress Monitoring Tool:
1-1, small-group, classwide	Materials listed on Intentional Teaching Card or Mighty Minutes List of Available SEL Interventions (Link)	GOLD documentation (finalize prior to Data Review Meetings or Problem-Solving Meetings) Specific intervention activities will be documented as notes in in the “Add Documentation” section of Gold
Critical Instructional Components:		
<p>Intervention Duration: 4-6 weeks</p>		
<p>Session Details: Follow the directions on the Intentional Teaching Experience Card or Mighty Minutes Card. Deliver intervention in small-group or 1-1 when intensification is needed.</p>		
<p>Fidelity Tools: Fidelity checklists available in book format.</p>		

[*CLICK HERE TO RETURN TO MENU*](#)