

NORTHRIDGE HIGH PYRAMID OF INTERVENTIONS

An **INTERVENTION** is not an action offered to every student in every class or group; an **INTERVENTION** is a process used to uniquely intervene with an individual student who has a specific academic or behavioral situation. ***All INTERVENTIONS should be documented in Encore by the teacher, counselor, or administrator who implements it.**

INCREASING INTENSITY & INVOLVEMENT ▲

▲ ALL INTERVENTIONS SHOULD BE DOCUMENTED IN ENCORE ▼

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▲ Referral to Administration/Counselors for LCMT ▲

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- Implement accommodations (e.g., allow use of voice recorder, have test read aloud, give in-class break [i.e. time-out pass])
- Conference with parent/guardian (hold a face-to-face conversation with parents to problem-solve)
- Meet with teacher(s) to problem-solve
- Modify classroom curriculum, assessments and teaching: Check for understanding, re-teach as needed, use cooperative learning strategies, write down instructions for assignment, provide copy of notes/lecture/presentation, provide peer notes, avoid having the student read aloud or present in front of the class, modify workload (fewer problems, spelling not graded, etc.)
- Schedule change: refer to LCMT AFTER interventions have been attempted, documented, and proven ineffective

- Implement accommodations (e.g., conference with parent/guardian (hold a face-to-face conversation with parents to problem-solve)
- Meet with teacher(s) to problem-solve
- Modify teaching: Make eye-contact with student and repeat instructions multiple times (3x), implement time-out procedures (give student a job to help in-class, send student on an errand, have student take short breaks in hall or "buddy room" for ≤5 min), create a student behavioral contract, praise specific behaviors, implement self-monitoring method, clarify expectations, ignore inappropriate behaviors within limits, plan in movement, create rewards program, model and role play expected behavior
- Schedule change: complete student discipline referral or LCMT referral AFTER interventions have been attempted, documented, and proven ineffective

- Change/implement seating assignment (near teacher, by peer mentor, away from distractions, etc.)
- Conference/ College & Career Readiness Plan (Counselors)
- Contact parent/guardian (via email or phone call conversation with parents, encourage after-school help options)
- Discuss work completion
- Other: work with planner or e-device for organization, non-verbal signal to stay on-task or start, self-monitoring strategies (checklist, tracking form, planner)

- Change/implement seating assignment (near teacher, by peer mentor, away from distractions, etc.)
- Contact parent/guardian (via email or phone call conversation with parents, provide a written warning of the behavior infraction and provide parent notification)
- Discuss attendance
- Discuss citizenship credit
- Other: Review/discuss appropriate behaviors with class prior to activity, discuss behavior with individual student outside of class

Academic Interventions

Behavioral & Attendance Interventions