**Learning Resource - Steps for Intervention**

**STUDENT:**  **DATE:**

**CASE MANAGER:**

**STEP 1** –Stabilization/ Investigation

[ ]  Talk to student (What’s up? .............)

[ ]  Establish “go to” people – mini SBT team: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

[ ]  Triage: immediate academic intervention -- cut some assignments, support to catch up, “drop-in” LRC, etc. plus Counselling and Indigenous Ed supports as appropriate

[ ]  File search; completed by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

[ ]  Home contact to let the parents know we are concerned and looking for ways to help; we are collecting information at this point. (Ask about meds and outer agency or anything else that will contribute to understanding.)

[ ]  Classroom Teacher (CRT) circular – observations

[ ]  Contact prior school/outside agencies involved

[ ]  Obtain work samples

[ ]  Observation of test taking/ assignment strategies if this is the problem (do a test in LR)

**STEP 2** – Review/Planning/Differentiation Strategies

[ ]  Review of information by mini school-based team

[ ]  Case manager puts copy of form and attachments in file for future reference

[ ]  Communicate back to parents re: possible courses of action

[ ]  Set tight parameters and reduce options so student is not overwhelmed; increase adult direction to student

[ ]  Communicate course of action to classroom teachers

[ ]  Continue or establish temporary accommodations/ differentiation strategies and articulate these with classroom teachers: may include extra time, reduction of assignments, LR block or drop-in, separate setting for tests, etc.

[ ]  Change schedule if needed

[ ]  Consider referrals to district staff (ELL, Vision, DHH)

[ ]  Consider referrals to inter and other agencies (CYMH, MCFD etc.)

[ ]  Consider testing options based on file search, observation and other screens

**STEP 3** – Further Possible Intervention Strategies

[ ]  Full SBT discussion and planning

[ ]  WIAT or other achievement testing

[ ]  Referral to District Psychologists if appropriate

[ ]  Complete assessment recommended by District Psychologists (ABAS/ BASC)

[ ]  Referrals to other agencies (IHCAN, MCFD, YMH)

[ ]  Referrals to special in-school and district programs (CCP/Alternates)