All-In! Multi-Tiered Model for Intervention

TIER 3 • INTENSIVE:
The most intensive of the three tiers often requires one-to-one support or addresses a considerable skill gap for students at the lowest levels of academic or social emotional achievement. Included in this group are many students with IEPs for a range of disabilities.

TIER 2 • TARGETED:
Students receiving targeted interventions have demonstrated the need for support to supplement what is offered in the classroom. These are most often small group interventions delivered to special or general education students within the classroom or as a pull-out.

TIER 1 • UNIVERSAL:
As part of high quality instruction, in a climate of positive classroom culture, students receive interventions at many points throughout the day. Skillful teachers plan for and execute interventions that adjust and accommodate to the unique behavioral and academic needs of their students.

DATA-BASED COORDINATION OF SERVICES

Seneca’s team structures and facilitates a high functioning process to support integrated service planning and develops school-wide procedures to ensure the identification of students requiring additional intervention.

ACADEMIC INTERVENTIONS

BEHAVIORAL INTERVENTIONS

SOCIAL-EMOTIONAL INTERVENTIONS
**Joseph Star Case Study:**
Providing Intensive, Individualized Supports that Allow for Student Inclusion at $0 Net Cost to the School

**Strengths:** Joseph is a bright, articulate, and persuasive 11 year old boy. School staff report that he is a fast learner with an infectious smile who has built strong bonds with adults who he trusts.

**History:** Joseph’s behavioral problems started when Joseph was in kindergarten. His mother attributes his emotional dysregulation to an early traumatic experience in which Joseph shot a gun and accidentally hit his grandmother in the foot. The behaviors escalated significantly in second grade, when his grandmother passed away.

**Presenting Behaviors:** Joseph often speaks disrespectfully to school staff and peers, has difficulty following directions, engages in classroom disruptions, and refuses to complete assigned tasks. Joseph engaged in assaultive behaviors in the community which resulted in police involvement. Joseph’s behaviors are significantly affecting his academic and social progress and have placed him at risk of losing his current school placement.

**Highlight of Outcomes based on Treatment Goals**
1. Joseph has *decreased his engagement in physical and/or verbal altercations* from 2 times per week to 1 time per month.
2. Joseph has *increased his time in the classroom* from 30% of the day to 90% of the day.

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**Funding Breakdown**
- Special Education Mental Health Funding: $35,000
- Medicaid Contributions: $79,875
- Therapeutic Behavioral Services: 30,583 minutes
- Individual & Family Counseling: 8,707 minutes
- Additional Time (resource support and one-to-one help): 17,440 minutes

**Full Student Inclusion at $0 Net Cost to School**