
INTERVENTION

In the school setting, an intervention is any change in the environment that produces a change in behavior.

SOME TYPICAL INTERVENTIONS

- Daily planner and checking by parent
- Modification of some material or environment (could be as simple as a seating change)
- Variance in class rules and regulations
- Behavior management plan
- Title pull out
- Parental involvement at home

Interventions typically last 2-6 weeks to determine their effectiveness.

THE STUDENT IMPROVEMENT TEAM CONSISTS OF:

- Regular Education Teachers
- Parents
- Counselor
- Principal
- Special Education Teacher
- Any individual who would be a good resource, such as:
 - Occupational Therapist
 - Physical Therapist
 - Social Worker
 - School Psychologist

George Nettels Elementary (620) 235-3160
Lakeside Elementary (620) 235-3140
Meadowlark Elementary (620) 235-3130
Westside Elementary (620) 235-3170
PCMS (620) 235-3240
PHS (620) 235-3200

STUDENT IMPROVEMENT TEAM

A referral to the School Improvement Team (SIT) will not necessarily result in a special education assessment. Many concerns can be resolved with classroom interventions.

It is important to remember that this is a team effort.

FREQUENTLY ASKED QUESTIONS

- **If my child is referred to SIT does that mean he/she is not smart and will be put in Special Education?**
No, it certainly does not. Many issues can be resolved in the SIT process before referral to evaluation. The process includes parental input in all phases.
- **Will everyone know my child is experiencing difficulty?**
No, confidentiality will be practiced by all teachers, the principal and other professionals at all times.
- **Is there one person that will make decisions regarding my child?**
This is a team effort. Input and involvement on the part of the parent(s) is very important.
- **Is there someone I can contact to ask questions?**
Yes, you can speak with your child's classroom teacher or the school counselor.
- **What should I do to prepare to attend a SIT meeting?**
Parents should provide pertinent medical history, and a history of any behavioral issues occurring at home. Write down items that you have discussed with your child's teacher or questions and concerns you have. This will help you remember important topics during discussions with the SIT.

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Excellence in Education



STUDENT IMPROVEMENT TEAM

A school-based team that applies a problem solving process to find solutions for students.

SIT PROCESS

The student improvement process begins with the classroom teacher and the parent. There are four phases of the process.

PHASE I

The teacher and student identify concerns and develop interventions to resolve these concerns.

Goals will be determined and progress monitored by the teacher. The teacher will share intervention ideas with other classroom teachers.

The interventions usually last 2-6 weeks to determine their effectiveness.

Decision Point – If the plan is successful and the concern is resolved, no other interventions may be needed.

PHASE II

If success was not attained in Phase I, the teacher may request a consultation with a specialist such as the special education teacher, school psychologist, counselor, or title teacher.

The parent is an important team member. We all recognize that parents know their child(ren) more so than anyone. At this point the parents would meet with teachers to share concerns.

In this phase, the regular classroom teacher remains the primary person responsible. She records the interventions tried and the success rate.

Decision Point – If the plan is successful the interventions will remain or discontinue. If not successful, the teacher will refer this student to the core SIT.

PHASE III

The Student Improvement Team will review the interventions tried and the results. They will combine their expertise and develop a new set of interventions.

These might include:

- Significant management plan
- Detailed behavior plan
- Modification of classroom materials or rules

The interventions will last 2-6 weeks.

Decision Point – The team will meet to determine if the interventions were successful and if interventions will continue or be discontinued. The team may revise the interventions or develop additional interventions.



PHASE IV

The SIT will review interventions tried and results. At this point the team may choose one of three options:

1. Continue interventions currently in place
2. Develop new interventions
3. Refer for a special education evaluation

If option three is chosen, interventions and work to this point will be used in the evaluation and reviewed by the psychologist. Additional evaluations and observations may be required.

The school psychologist will meet with the parents and the team to determine what additional evaluations will be necessary, such as IQ assessment, achievement testing, or a social emotional assessment.

Parents will be informed of their rights and asked to sign documentation agreeing to the additional professional input needed to gather further information. The parent will receive notification from the school psychologist when the additional input is obtained. The evaluation team will base their decision(s) on the information gathered.

The parent is an important member of this team.

Decision Point – The team will determine eligibility and the need for special educational services.