STUDENT INTERVENTION MATCHING FORM (SIM-Form)

Instructions: The SIM-Form is designed to match Tier 2 interventions to students identified as emotionally or behaviorally at-risk by the universal screening process. A teacher, administrator, or team who is familiar with the student should complete the SIM. This form includes statements assessing a variety of student characteristics that align well with the active ingredients of evidence-based Tier 2 interventions. Each of the below items is rated on a 4-point scale ranging from Not at All to Very Much So. For statements that you don't know, simply check the box that indicates so. Your answers will then be scored to determine which evidence-based Tier 2 intervention, or interventions, should be considered for implementation to address the student's emotional and behavioral needs.

Student name:_____   **Person(s) completing this form**:_____

Screened as at-risk (circle the one that applies): Externalizing, Internalizing, or Both

#	Item	Not at all (0)	A little (1)	Moderately (2)	Very Much so (3)	Unknown (fact find)
1.	School has a good relationship with the student's parents (SHN)					
2.	Student seeks and responds well to adult (CICO)					
3.	Student is rejected or isolated by peers (PPR)					
4.	Student is eager to earn rewards or access privileges (BC)					
5.	Student seems to exhibit disruptive classroom behavior to get out of doing academic work (CP)					
6.	Student's parents are open and willing to collaborate with the school (SHN)					
7.	Student tries to do better socially and emotionally but appears to lack social or emotional skills to do so (i.e., can't do problem) (SG-SET)					
8.	Student is able to only work for small periods of time before engaging in off-task behaviors (CP)					
9.	Student could benefit from having a positive, adult mentor outside of the home (CICO)					
10.	Student needs constant reminders to stay on-task (SM)					
11.	Student withdrawals from social situations and spends most of free time alone (PPR)					
12.	Student's problem behavior happens numerous times throughout the day					

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	and requires constant redirections (SM)					
13.	Student is unaffected by warnings or typical school disciplinary practices (loss of privilege, reprimand, removal from class, etc.) (SHN)					
14.	Student tires some times but lacks social and/or emotional skills to be successful (SG-SET)					
15.	Student academic skills are low and, as a result, frequently takes his/her own breaks during instruction or learning (CP)					
16.	When the right incentive is in place, the student's behavior improves (BC)					
17.	Student could benefit from starting the day off with a positive interaction and ending the day with praise or feedback (CICO)					
18.	Student has difficulty concentrating and staying focused until completing a task (SM)					
19.	Student has difficulty managing emotions in response to situations that arise in school (SG-SET)					
20.	Student could benefit from having other students say nice things about him/her (PPR)					
21.	Student can behave well when s/he wants to or the appropriate incentive is available (e.g., recess, computer time, field trip, etc.)(BC)					

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SCORING SYSTEM (interventions with scores equal to or greater than 6 are considered to be matched interventions)

Intervention	Items	Score (sum the items)
School-home note system (SHN)	1, 6, 13	
Behavior contract (BC)	4, 16, 21	
Self-monitoring protocol (SM)	10, 12, 18	
Check in/Check out (CICO) mentoring/coaching	2, 9, 17	
Positive peer reporting (PPR)	3, 11, 20	
Class pass intervention (CP)	5, 8, 15	
Small group social-emotional training (SG-SET)	7, 14, 19	

Note - It is possible that a student loads on multiple interventions. In this situation, consider selecting the intervention that best fits the context of the school and is likely the easiest to implement with regard to time and resources.

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