

# MIDDLE SCHOOL INTERVENTIONS

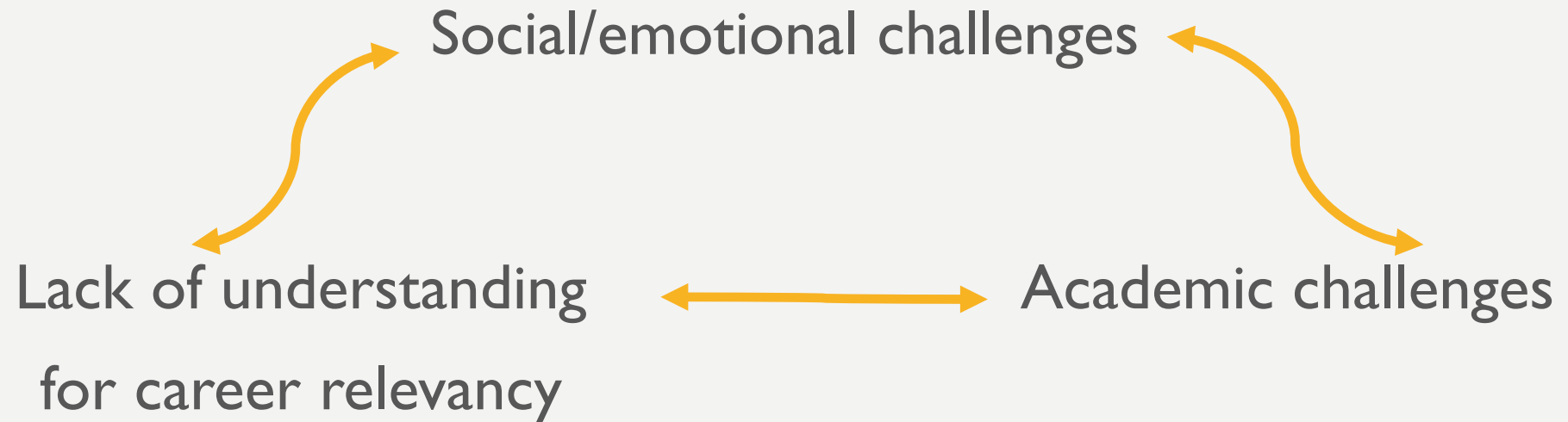
**A WIDE VARIETY OF OPTIONS- MOSTLY  
FREE!**

# LETS START

What is your biggest student related challenge?

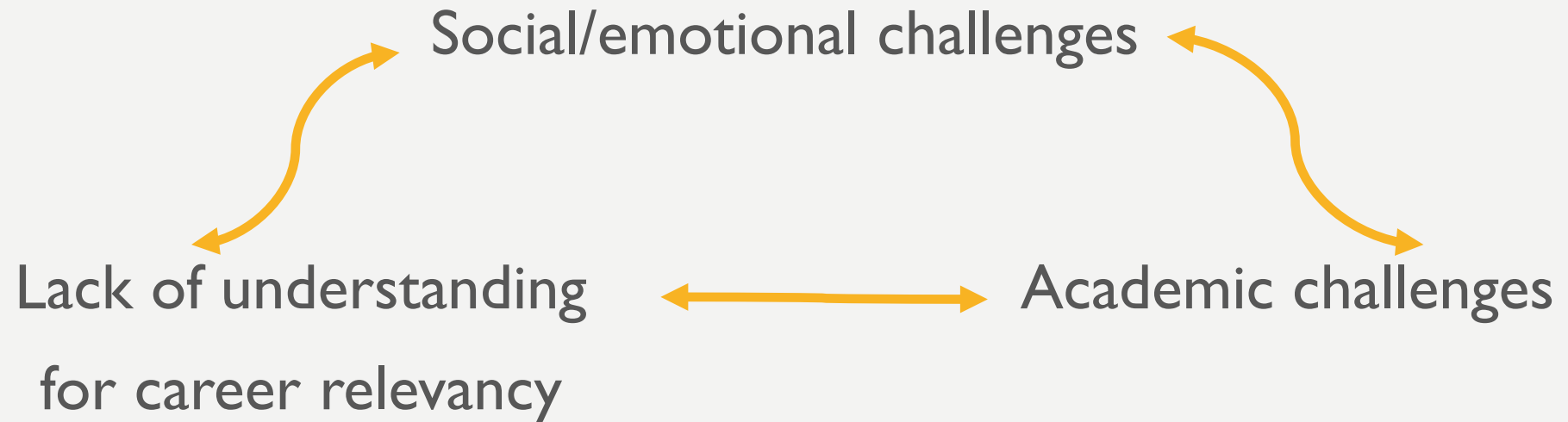
# THE LINKS

Most challenges are related to each other!



# THE LINKS

Most challenges are related to each other! **THEREFORE** Interventions MAY be linked!!



# ACADEMIC

## Challenges:

- Attention span issues
- Communication skills
- Organization

# ACADEMIC

## Intervention ideas:

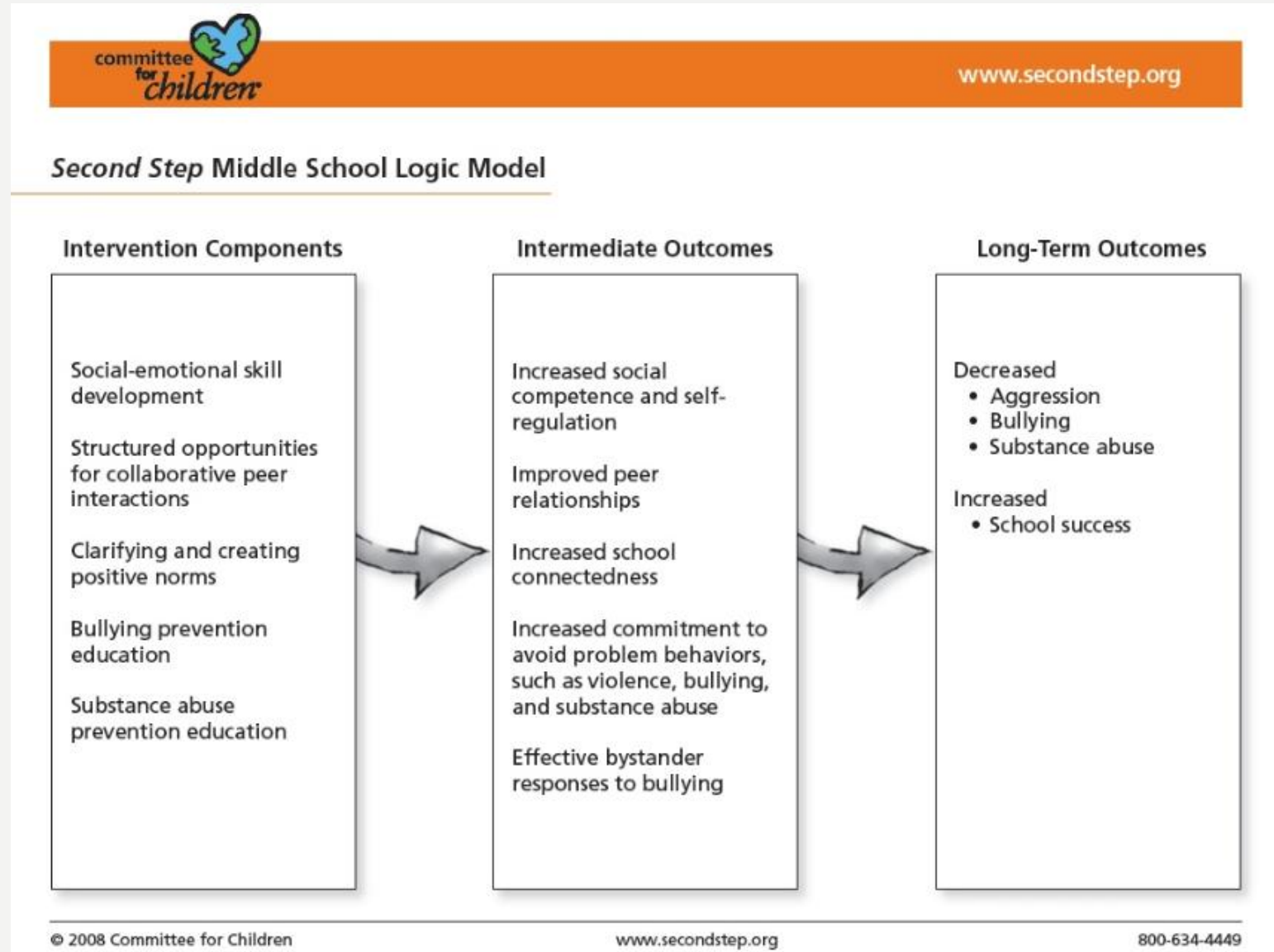
- Creative role play
- **Social skills groups**
- Solution Focused counseling
- **Transactional Analysis**
- **Teach prioritization**
- Set a weekly backpack cleaning day
- Teach resiliency- how to cope with disappointment

<https://www.understood.org/en/school-learning/learning-at-home/teaching-organizational-skills/8-simple-tools-to-help-your-teen-get-organized?view=slideview>

<https://www.understood.org/en/learning-attention-issues>

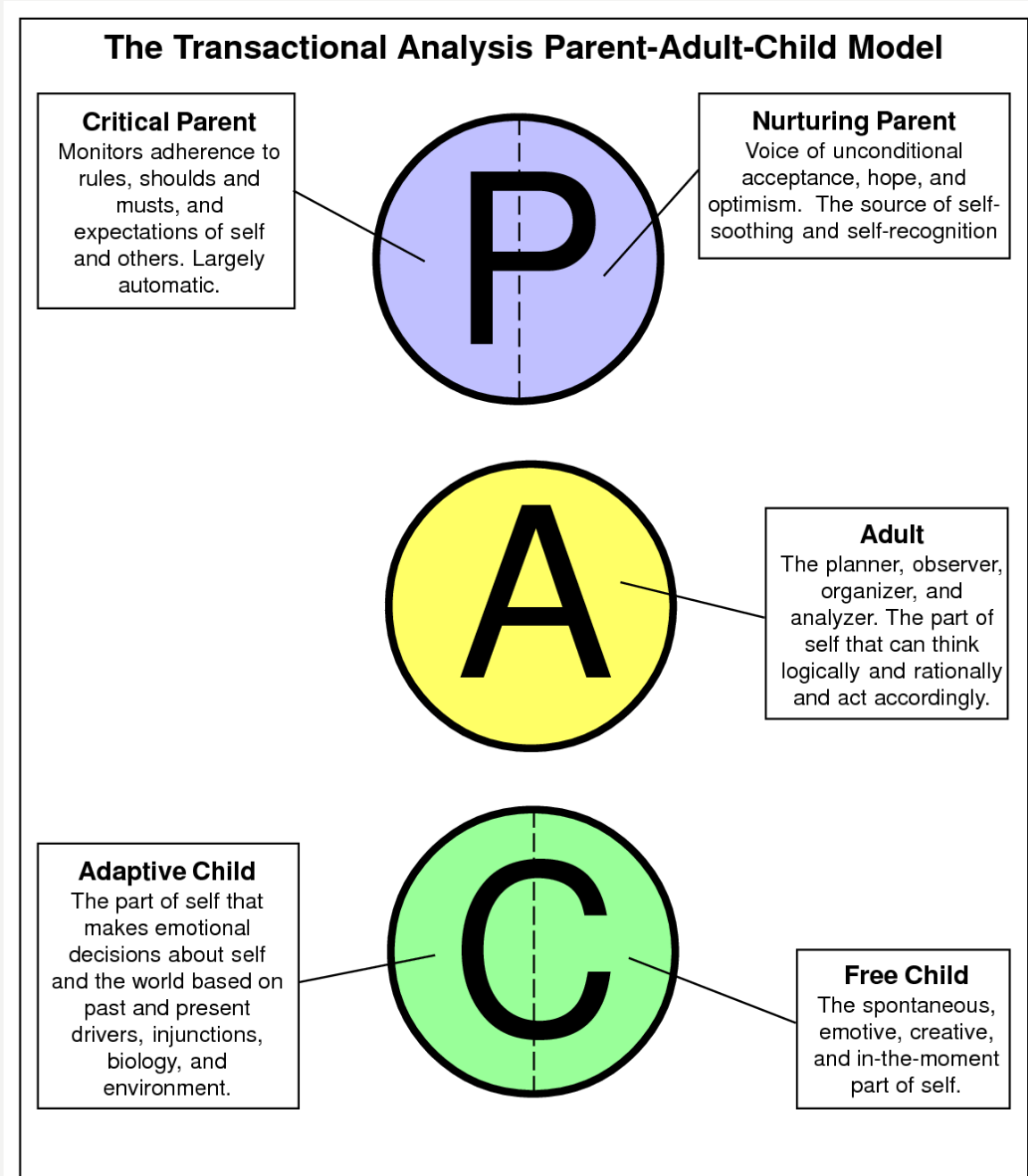
# ACADEMIC

Social Skills Groups:  
Second Step: \$400



# ACADEMIC

Transactional Analysis:  
helping your students  
communicate to adults  
(Free!)





# ACADEMIC

Teach Prioritization:  
Use fun games and  
websites to keep  
their attention  
(Free!)

<https://www.understood.org/en/school-learning/learning-at-home/games-skillbuilders/8-fun-games-that-can-improve-your-childs-executive-functioning-skills?view=slideview>

<http://pbskids.org/itsmylife/school/time/article4.html>



**PBS KIDS GO!**

**IT'S MY LIFE**

**SCHOOL** GAMES VIDEO ADVICE CELEBS BLOG

Home  
Friends  
Family  
School  
Body  
Emotions  
Money

Other **School** Topics:  
Choose a topic ▼

**YOU SAID IT**

Do you feel like you have enough time to do all the things you have to do and want to do? How do you think you could manage your time better?

 **Talk about it here!**

Offline Activities  
Help's Around The Corner  
Parents and Teachers

### Time Management: Choose Priorities



Choosing priorities, or deciding what to spend less time on or cut out of your budget completely, is one of the most important steps in managing your time. Sometimes we have to choose priorities over the long term, and sometimes we have to do it day to day.

#### From day to day

No matter how perfectly you have your time budget balanced, there will always be unexpected changes and new responsibilities to fit in. To help you choose priorities when you need to, keep these ideas in mind:

#### Remember the big things.

There are big things in life, and there are little things, and you've got to do your best to tell them apart. Some things that may seem really important today, like getting to the hobby shop to buy a pack of collectible cards, might seem a lot less important in a few weeks or months. On the other hand, doing well on school assignments and completing your family responsibilities are *always* important. These are the "big things" that you should always

**Topics on Time Management:**

- [You Vs. The Clock](#)
- [Have-To's, Want-To's, and Goals](#)
- [Make A Budget](#)
- [Choose Priorities](#)
- [Make A Daily Schedule](#)
- [Make A Weekly Planner](#)
- [Monthly Calendars](#)
- [From the Mentors](#)

**IML Time Tips:**

- [Chores and Duties](#)
- [Schoolwork](#)
- [Sports and Activities](#)
- [Top Time Wasters](#)

**PLAY IT**



Do the "Time Management" Crossword Puzzle

**VOTE NOW**

Do you get enough sleep?


- ☐ No, and I'm tired a lot of the time.
- ☐ Yeah, I think I get about enough.
- ☐ Are you kidding? I get way too much sleep!


☒ **Vote Now**

# ACADEMIC

Other free  
resources!

Interventioncentral.org


 **INTERVENTION CENTRAL**

Your source for RTI resources 

[Home](#) [Academic Interventions](#) [Behavior Interventions](#) [Videos](#) [Products](#) [Workshops](#) [CBM/Downloads](#) [Blog](#) [Contact](#)

## Academic Interventions


[Tweet](#) [Print](#) [Email](#) [G+1](#) 34

 **Academic Intervention Apps**

Academic Intervention Planner: Online App  
[Read more...](#)


Academic Survival Skills Checklist Maker: Online App  
[Read more...](#)

Accommodations Finder: Online App  
[Read more...](#)

 **Reading: Sight-Words**

Building Sight-Word Vocabulary: 4 Methods  
[Read more...](#)

Reading Racetracks  
[Read more...](#)

 **Math Facts**

How To: Master Math Facts: Cover-Copy-Compare  
[Read more...](#)

Math Computation: Increase Accuracy and Productivity Rates Via Self-Monitoring and Performance Feedback  
[Read more...](#)

Math Computation: Increase Accuracy By Intermixing Easy and Challenging Computation Problems  
[Read more...](#)

Math Computation: Promote Mastery of Math Facts Through Incremental Rehearsal  
[Read more...](#)

Math Computation: Student Self-Monitoring of Productivity to Increase Fluency  
[Read more...](#)

Peer Tutoring in Math Computation with

# PERSONAL/SOCIAL

## Challenges:

- Relational aggression
- Trauma
- Positive relationships
- Self-control

# PERSONAL/SOCIAL

Interventions:

- Bully Prevention programs
- **Mindfulness**
- **Making friends, teaching empathy**
- **Self-regulation and emotional control programs**

# PERSONAL/SOCIAL

## Interventions:

- **Mindfulness:**

<http://www.mindfulteachers.org/p/free-resources-and-lesson-plans.html>

(Free!)

### Present-Moment Awareness

1. Is there a time when a character fully realizes and appreciates what's happening in the present moment? What happens? Does it affect the rest of the story? How?
2. Is there a time when a character is not aware of the present moment? What happens? Does it affect the rest of the story? How?
3. If you were in this story, what (if anything) would you do differently? Why?

### Mindful Speech

1. Is there a time when a character says something true, helpful, and kind? What does he or she say? Does it affect the rest of the story? How?
2. Is there a time when a character says something untrue, unhelpful, and/or unkind? What does he or she say? Does it affect the rest of the story? How?
3. If you were in this story, what (if anything) would you do differently? Why?

### Compassion

1. Is there a time when a character shows compassion toward another person or animal? What does he or she do? Does it affect the rest of the story? How?
2. Is there a time when a character does not show compassion toward another person or animal? What does he or she do? Does it affect the rest of the story? How?

# PERSONAL/SOCIAL

## Interventions:

- **Making friends, teaching empathy**

## Random Acts of Kindness:

<https://www.randomactsofkindness.org/for-educators/free-k-12-lesson-plans#resources-panel>

(Free!)

|                                                         |                                                                                                                                                                                           |          |
|---------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Standards Key                                           |                                                                                                                                                                                           | Download |
| Spanish Lesson Plan                                     |                                                                                                                                                                                           | Download |
| <b>Communicating Effectively Unit</b>                   |                                                                                                                                                                                           |          |
| Unit Introduction                                       | Expressing personal needs in effective ways, showing empathy, and being able to negotiate and compromise are important communication skills for building positive, healthy relationships. | Download |
| Speaking Skills                                         | Students will learn effective communication skills and practice in pairs.                                                                                                                 | Download |
| Negotiation Skills                                      | Students will learn appropriate ways of negotiating something they need using effective communication skills.                                                                             | Download |
| I Messages                                              | Students will learn to use "I" messages when communicating with others.                                                                                                                   | Download |
| Showing Gratitude                                       | Students will explore the benefits of expressing gratitude through e-mail or letter writing.                                                                                              | Download |
| Government Conflicts and Collaboration Research Project | Students will explore various current events and organizations and examine how they can communicate more effectively.                                                                     | Download |
| Standards Key                                           |                                                                                                                                                                                           | Download |
| Spanish Lesson Plan                                     |                                                                                                                                                                                           | Download |
| <b>Coping with Stress Unit</b>                          |                                                                                                                                                                                           |          |

# PERSONAL/SOCIAL

Interventions:

- **Self-regulation and emotional control programs**

[www.interventioncentral.org](http://www.interventioncentral.org)

Select Checklist: When working with other students:

Selected Checklist

WHEN WORKING WITH OTHER STUDENTS: >

I am talking only with my work partners. >

I participate in discussion with my partners. >

I do my share of the work when in pairs or groups. >

I do my share of the work when in pairs or groups. >

I talk only about the topic(s) assigned by the teacher. >

I keep my voice level down so that I don't distract other students. >

I seek help from my partners if I don't understand something. >

I ask the teacher for help if my partners cannot answer my question. >

Items on this list are editable.

When working with other students:

Checklist ideas for self-monitoring behavior when working with other students

Your Checklist

New Item

Format Checklist as

☒ Checkboxes

☐ Bulleted List

☐ Numbered List

☐ No Formatting

# PERSONAL/SOCIAL

Interventions:

- **Self-regulation and emotional control programs**

























<http://www.zonesofregulation.com/>  
(\$44/curriculum)

"It's OK to Have Red Zone Feelings, But Red Zone Behavior is Unexpected" An extension of the Zones of Regulation® for individuals on the Autism Spectrum

## My Zones During the Day

Name: \_\_\_\_\_

Date: \_\_\_\_\_

|      |          |                      |                                                                                                                                                                                                                                                                                                                                                                                      |                                                                              |
|------|----------|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| Time | Activity | What am I feeling?   | What zone is my feeling?<br>             | Teacher Help?<br><input type="checkbox"/> Yes<br><input type="checkbox"/> No |
|      |          | What is my behavior? | What zone is my behavior?<br>            | Teacher Help?<br><input type="checkbox"/> Yes<br><input type="checkbox"/> No |
| Time | Activity | What am I feeling?   | What zone is my feeling?<br>             | Teacher Help?<br><input type="checkbox"/> Yes<br><input type="checkbox"/> No |
|      |          | What is my behavior? | What zone is my behavior?<br>    | Teacher Help?<br><input type="checkbox"/> Yes<br><input type="checkbox"/> No |
| Time | Activity | What am I feeling?   | What zone is my feeling?<br>     | Teacher Help?<br><input type="checkbox"/> Yes<br><input type="checkbox"/> No |
|      |          | What is my behavior? | What zone is my behavior?<br>    | Teacher Help?<br><input type="checkbox"/> Yes<br><input type="checkbox"/> No |



# CAREER

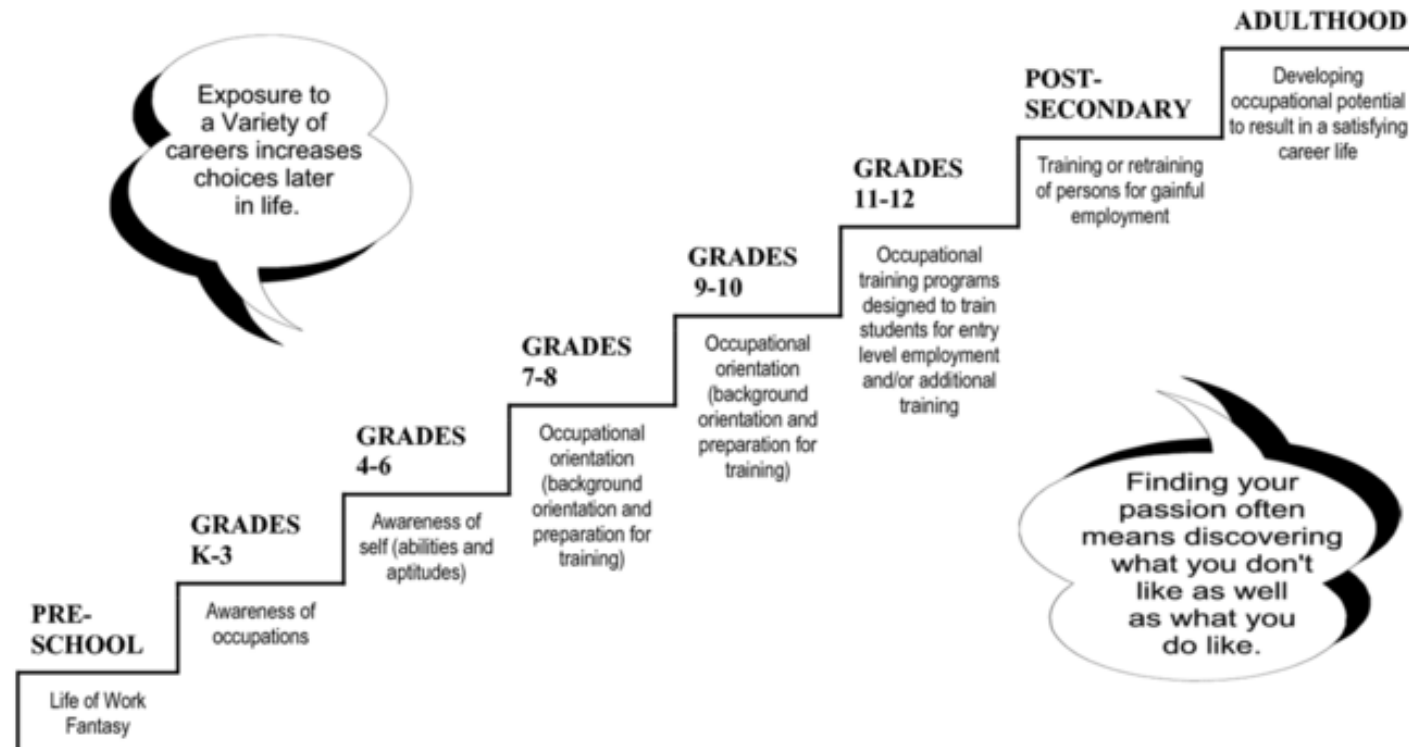
## Challenges:

- Students not seeing the relevance of their education.
- Students only seeing a small number of careers as options.

## CAREER DEVELOPMENT

### THE PROCESS OF PROGRESSION IN CAREER DEVELOPMENT

Career development is a process just like learning to walk and talk. The stages of career development overlap and are ongoing throughout one's lifetime. The appropriate time for initiating each of the stages of career development for students with disabilities will depend more upon the developmental level vs. the student's grade level. There are certain stages that should be addressed at Elementary, at Middle School, and High School and beyond. The following diagram shows the progression of career development.



# CAREER

Interventions:

- **Passion field trips.**
- Job shadows
- **ICAPs!**

# CAREER

## Interventions:

- **Passion field trips**
- Small group field trips to businesses nearby.
- Walk and they are free!
- Pick businesses that are “low hanging fruit!”



# CAREER

## Interventions:

- **ICAPs!**
- Data shows ICAPs help with attendance, behavior and academic scores!
- <http://dps-counseling.wikispaces.dpsk12.org/ICAP+Resources>

## 2016-2017 ICAP Middle & High School CURRICULUM (revised 8/19/2016)

| 6th Grade | Q1: Due Oct 31                                                                                                                                                                                                                                                                                   | Q2: Due Dec 21                                                                                                                                                                                                                                        | Q3: Due March 24                                                                                                                                                                                                                                                      | Q4: Due June 2                                                                                                                                                                                                                                                                             |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|           | <b>Academic Planning</b> <ul style="list-style-type: none"> <li>• Understand terms and semesters</li> <li>• Understand standards-based report cards, and characteristics of a successful learner</li> <li>• Introduce note-taking and other study skills for success in middle school</li> </ul> | <b>Academic Planning</b> <ul style="list-style-type: none"> <li>• Complete Learning Style Inventory on Naviance</li> <li>• Connect learning style to career interests</li> <li>• Select learning strategies to use based on learning style</li> </ul> | <b>Career Exploration</b> <ul style="list-style-type: none"> <li>• Understand Holland's Career Types</li> <li>• Complete Career Key survey on Naviance</li> <li>• View Careers that are within personality types</li> </ul>                                           | <b>Goal Setting</b> <ul style="list-style-type: none"> <li>• Introduce long-term goals and short-term paths to achieving goals</li> <li>• Introduce SMART goal setting</li> <li>• Discuss 6 keys to achieving goals and the importance of anticipating and overcoming obstacles</li> </ul> |
|           | <a href="#">6th. Q1 Lesson Plan</a><br><a href="#">6th. Q1. Academic (PPT)</a><br><a href="#">6th. Q1. Report Card A &amp; B</a><br><a href="#">6th. Q1. Study Skills.docx</a><br><a href="#">6th. Q1. Pre/Post-Test</a>                                                                         | <a href="#">6th. Q2 Lesson Plan</a><br><a href="#">6th. Q2. Academic (PPT)</a><br><a href="#">6th. Q2. Activity handout</a><br><a href="#">6th. Q2. Learning Style Survey</a><br><a href="#">6th. Q2. Pre/Post-Test</a>                               | <a href="#">6th. Q3 Lesson Plan</a><br><a href="#">6th. Q3. Career (PPT)</a><br><a href="#">6th. Q3. Holland "Party" Intro</a><br><a href="#">6th. Q3. Holland Type Wkst</a><br><a href="#">6th. Q3. Career Key Handout</a><br><a href="#">6th. Q3. Pre/Post-Test</a> | <a href="#">6th. Q4 Lesson Plan</a><br><a href="#">6th. Q4. Goal Setting (PPT)</a><br><a href="#">6th. Q4. Goal + Path</a><br><a href="#">6th. Q4. Pre/Post-Test</a>                                                                                                                       |
|           | ESPANOL:<br><a href="#">6th. Q1. Academic (PPT)</a>                                                                                                                                                                                                                                              | ESPANOL:<br><a href="#">6th. Q2. Academic (PPT)</a><br><a href="#">6th. Q2. Activity handout</a><br><a href="#">6th. Q2. Learning Style Survey</a><br><a href="#">6th. Q2. Pre/Post-Test</a>                                                          | ESPANOL:<br><a href="#">6th Q3 Career (PPT)</a><br><a href="#">6th. Q3. Holland "Party" Intro</a><br><a href="#">6th. Q3. Holland Type Wkst</a><br><a href="#">6th. Q3. Career Key Handout</a><br><a href="#">6th. Q3. Pre/Post-Test</a>                              | ESPANOL:<br><a href="#">6th. Q4. Goal Setting (PPT)</a><br><a href="#">6th. Q4. Goal + Path</a><br><a href="#">6th. Q4. Pre/Post-Test</a>                                                                                                                                                  |
|           | <b>Counselor Examples:</b><br><a href="#">6th. Q1. Academic PPT</a><br><a href="#">6th. Q1. Squirrel Worksheet</a>                                                                                                                                                                               | <b>Counselor Examples:</b>                                                                                                                                                                                                                            | <b>Counselor Examples:</b>                                                                                                                                                                                                                                            | <b>Counselor Examples:</b><br><a href="#">6th. CIC Worksheet</a>                                                                                                                                                                                                                           |

# ELECTION

The following questions may help lead to constructive, thoughtful conversations:

- **Talk about issues and not personalities** -- This is from the lens that many people in our community supported both candidates and we don't want to increase the divide by focusing on the people. What are the issues that people feel are important to express? What does this say about the divide in America?
- **Identify concerns** -- Let people talk about what they are sitting with -- what are the things we need to be aware of and talking about?
- **Process emotions** -- This is the most challenging part because people will be emotionally charged and we want to give people the opportunity to express their emotions.
- **Talk about issues and not personalities** -- This is from the lens that many people in our community supported both candidates and we don't want to increase the divide by focusing on the people. What are the issues that people feel are important to express? What does this say about the divide in America?
- **Process next steps** -- How do we come together to combat the divisive nature of our country and communities? What do we need to do to support each other with conversations, gatherings and events designed to invite diverse groups to work together?

# WHAT RESOURCES CAN YOU SHARE?

**We are better together;  
students get the best interventions when we share resources!**

**[Samantha\\_haviland@dpsk12.org](mailto:Samantha_haviland@dpsk12.org)**