

STUDENT INTERVENTION MATCHING FORM (SIM-Form)

Instructions: The SIM-Form is designed to match students identified as emotionally or behaviorally at-risk by a universal screening process to particular Tier 2 interventions. A teacher or other staff person who is familiar with the student should complete the SIM. This form includes statements assessing a variety of student characteristics. Your job is to answer whether each statement is very true, true, untrue, or very untrue about the target student. 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 completing this form: _____

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

Item	Scale: very true=3, true=2, untrue=1 , very untrue=0 Don't know=0	Very true	True	Untrue	Very Untrue	Don't know
1.	Good relationship with the student's parents (SHN)					
2.	Student seeks or likes attention from adults (CICO)					
3.	Student is rejected or isolated by peers (PPR)					
4.	Student is eager to earn rewards or access to privileges (BC)					
5.	Student's main problem is disruptive classroom behavior (CP)					
6.	Parents are open and willing to collaborate with the school (SHN)					
7.	Student can behave well when the appropriate incentive is available (e.g., recess, computer time, field trip, etc.) (BC)					
8.	Student can only work so long before escaping and being off-task (CP)					
9.	Student could benefit from having a positive, adult role model (CICO)					

10.	Student needs constant reminders to stay on-task (SM)					
11.	Student spends most of free time alone (PPR)					
12.	Student's main problem of concern happens with a certain degree of regularity or high frequency (SM)					
13.	Student is unaffected by school-based disciplinary consequences (reprimand, removal from class, etc.) (SHN)					
14.	Student could benefit from having nice things said about him/her (PPR)					
15.	Student's academic skills are low and, as a result, finds academic instruction and activities frustrating (CP)					
16.	With the right incentive, student's behavior likely will improve (BC)					
17.	Student could benefit from starting the day off on a good note and ending the day with praise or feedback (CICO)					
18.	Student has difficulty concentrating and staying focused until task completion (SM)					

SCORING SYSTEM (interventions with scores equal to or greater than 6 are considered reasonable for implementation)

Intervention	Items	Score (sum the items)
School-home note system	1,6,13	
Behavior contract	4,7,16	
Self-monitoring protocol	10,12,18	
Check in/Check out mentoring	2,9,17	
Positive peer reporting	3,11,14	
Class pass intervention	5,8,15	