**Pyramid of Intervention Supports**

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| **What we’re already doing** |  | **What we’d like to do** |
| Doing at tertiary level:       | **Tertiary** **Level of** **Intervention** | Want to do at tertiary level:       |
| Doing at targeted level:       | **Targeted Level****of Intervention** | Want to do at targeted level:       |
| Doing at universal level:       | **Universal Level****of Intervention** | Want to do at universal level:       |

**Prevention and Intervention Supports**

**Universal Level of Intervention**

This primary prevention approach incorporates interventions that are implemented with ***all***students regardless of the presence of risk factors. The cost per student is typically lower than for interventions delivered at the targeted or tertiary levels. Specific examples include:

* student advisory programs that monitor academic and social development of middle or high school students,
* deliberate outreach efforts to involve students in extracurricular activities, and
* systematic school-wide positive discipline and behavioral support programs.

Interventions at this level can be used to establish a strong foundation for connecting children and youth to school and learning, and preventing dropout.

**Targeted Level of Intervention**

An intervention provided at the secondary or selected level provides more intensive supports to ***some*** students who have been identified as being at risk of dropping out of school. The process of disengaging from school may have begun, as evidenced by low or failing grades, poor attendance, or suspensions. Approaches may be implemented with small groups and may include skill-building (e.g., focused on conflict resolution, academic tutoring, or social skills) to address factors associated with increased risk of dropping out. **Tertiary Level of Intervention**

Tertiary prevention incorporates interventions that are considered *indicated or targeted* – that is, the intervention is designed to address the needs of a ***small number*** of students who are at high risk and are showing clear signs of leaving school early. Often, these students may be at risk as evidenced by the presence of multiple risk factors. Indicated interventions at the tertiary level include approaches designed to remediate established problems. These interventions are typically highly individualized and are usually more costly. Tertiary approaches may include wrap-around services, individual functional behavior analysis, individualized behavior management plans, or intensive mentoring programs.

*Drawing on front side from Sprague & Walker, 2000; Martin, Tobin, & Sugai, 2002.*