



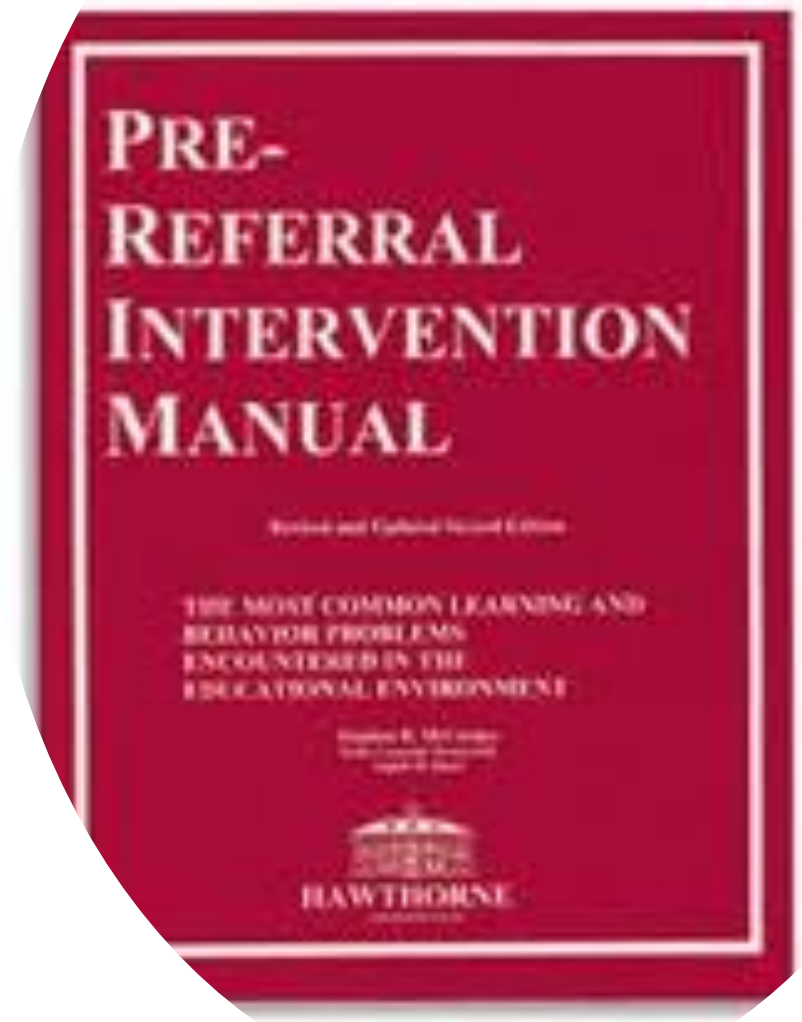
## Early Warning Systems Opening Strong! Conference

# Using the PRIM Manual

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## Session Objectives:

Participants will have an additional tool to begin work on mapping interventions and planning for strong tiered supports.



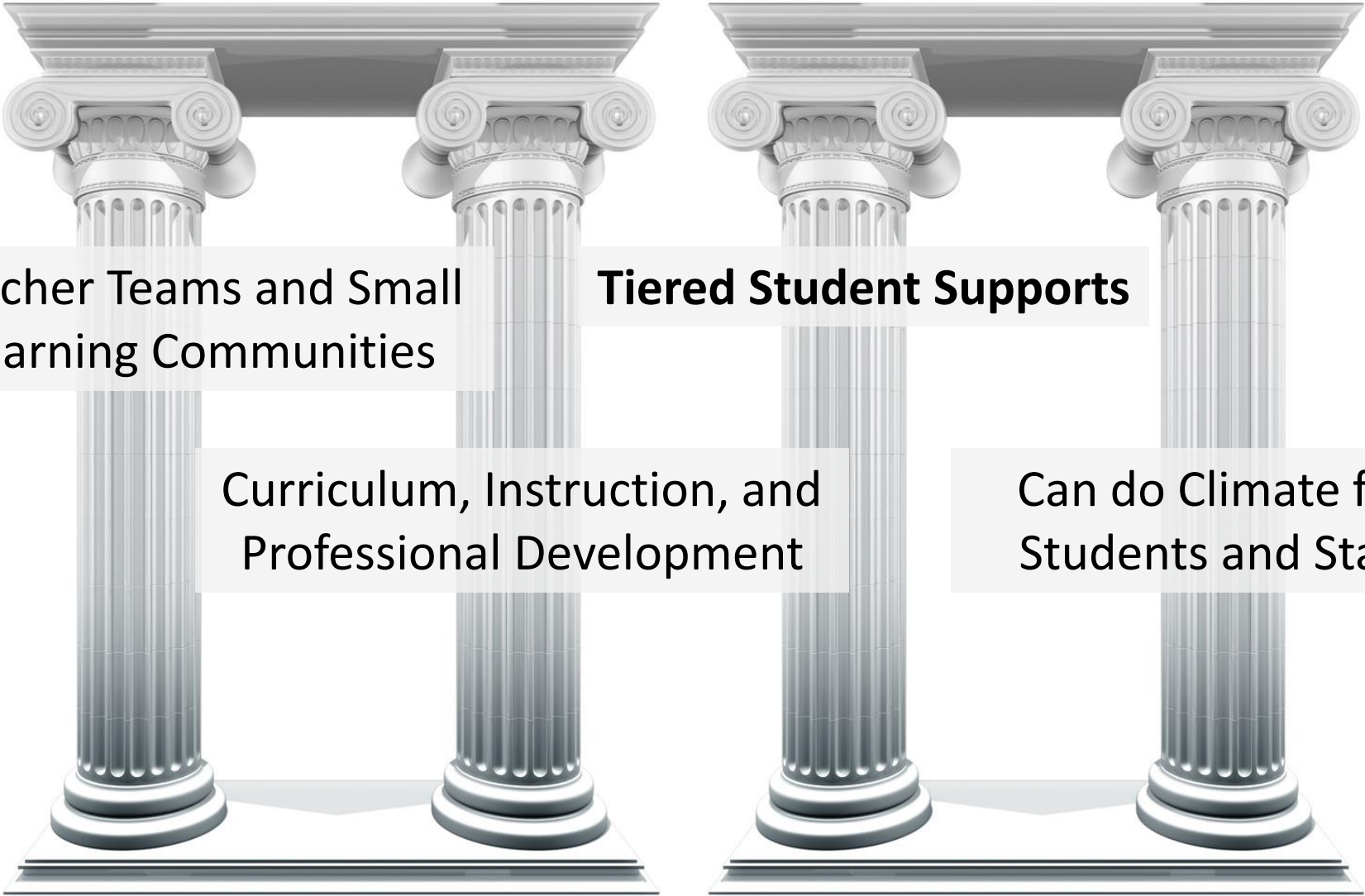
Understand how we can use the manual in the EWI process

# The Movie of My Life

If someone made a movie of your life would it be:

- a drama,
- a comedy,
- a romantic-comedy,
- action film, or
- science fiction?





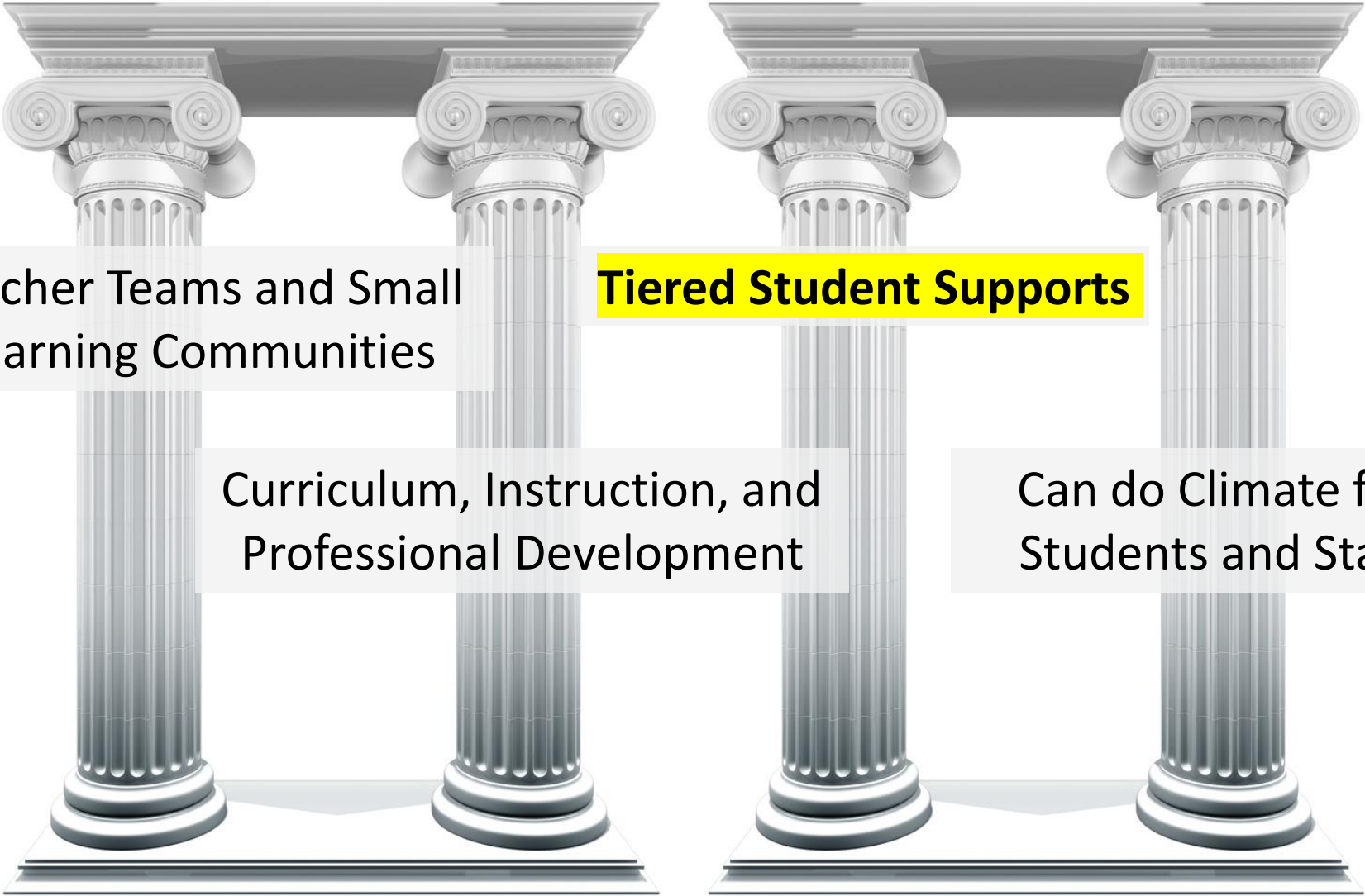
Teacher Teams and Small  
Learning Communities

**Tiered Student Supports**

Curriculum, Instruction, and  
Professional Development

Can do Climate for  
Students and Staff





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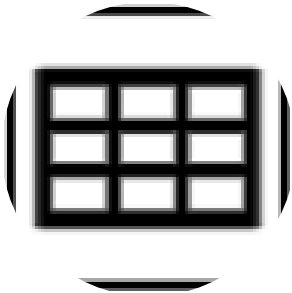
Can do Climate for  
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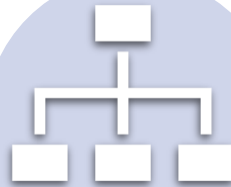
**DATA – WHAT IS  
THE DATA  
SAYING?**



**WHAT'S IN PLACE?  
WHAT ARE YOU  
CURRENTLY DOING?**



**INTERVENTIONS  
& RESOURCES –  
WHAT'S  
AVAILABLE?**



**ORGANIZATIONAL  
STRUCTURES**

**Context of  
Your EWS**

"An intervention cannot be called an intervention if it is not progress monitored. An intervention without progress monitoring is just an activity."

[www.hellosecondary.blogspot.com](http://www.hellosecondary.blogspot.com)

by Ann Jarrett



# Sample Resource Map

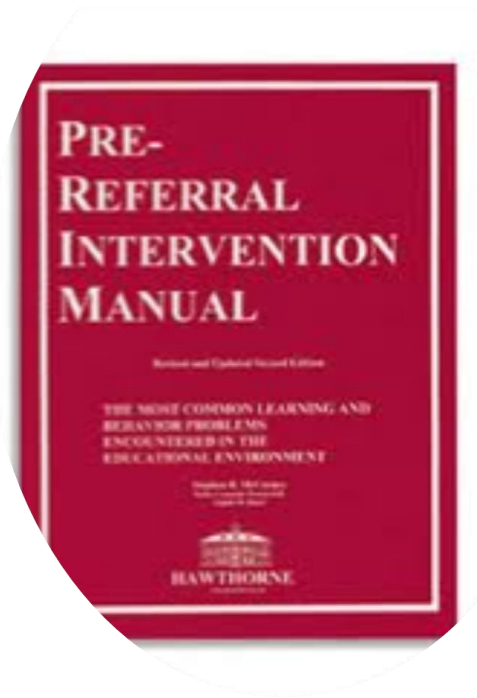
	Tier I Whole school	Tier II	Tier III Most Intensive
Attendance	<ul style="list-style-type: none"> <li>Weekly attendance recognition</li> <li>Perfect attendance celebration (monthly)</li> <li>Team competition for attendance</li> </ul>	<ul style="list-style-type: none"> <li>Check and Connect</li> <li>Wake up calls</li> <li>Buddy System with another student</li> <li>Recognition for improved attendance</li> </ul>	<ul style="list-style-type: none"> <li>Home visit by counselor</li> <li>Individual contract with student and parent</li> </ul>
Behavior	<ul style="list-style-type: none"> <li>Cardinal Cash (Caught you doing something good)</li> <li>Freshman Seminar lessons</li> <li>Academy meetings</li> <li>Outside Speakers</li> </ul>	<ul style="list-style-type: none"> <li>Peer Mediation group</li> <li>Daily Behavior contract</li> <li>In-class interventions (seating, pairing, activity)</li> </ul>	<ul style="list-style-type: none"> <li>PREVENTION – Gang intervention group in the neighborhood</li> <li>Visit one on one with social worker</li> <li>Individual counselor sessions</li> </ul>

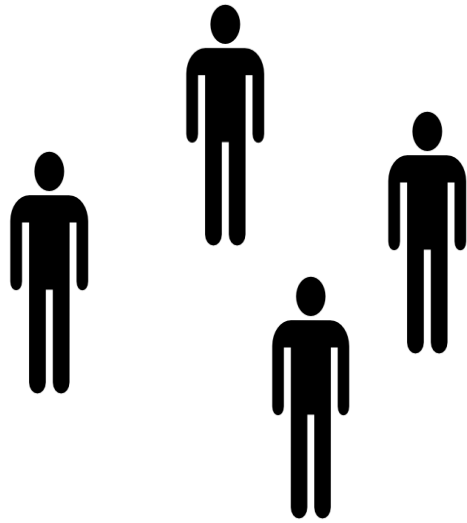
The Goal of EWI meetings and using the PRIM Manual is to provide the . . .

Right Intervention,

for the Right Student,

at the Right Time.





Our Students

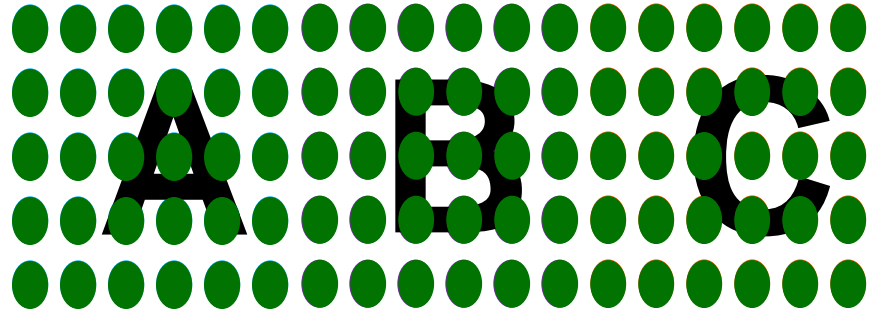
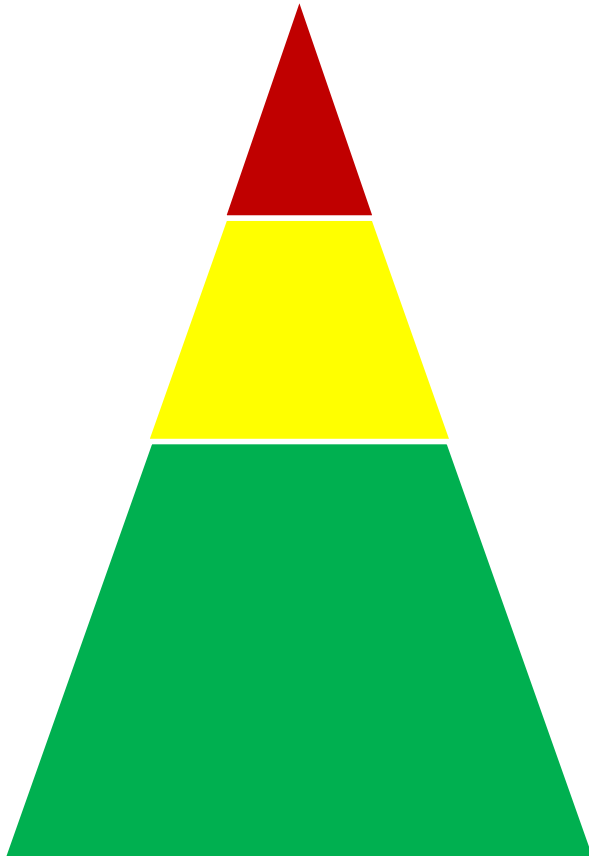
# Symptoms, Diagnosis, & Treatment



Student X

# A-B-C Indicators & Interventions

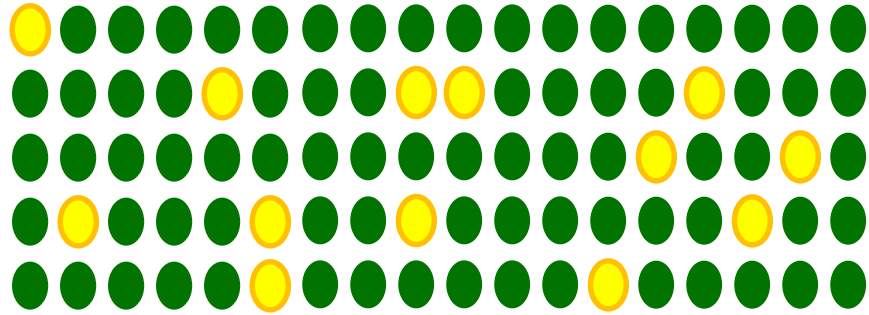
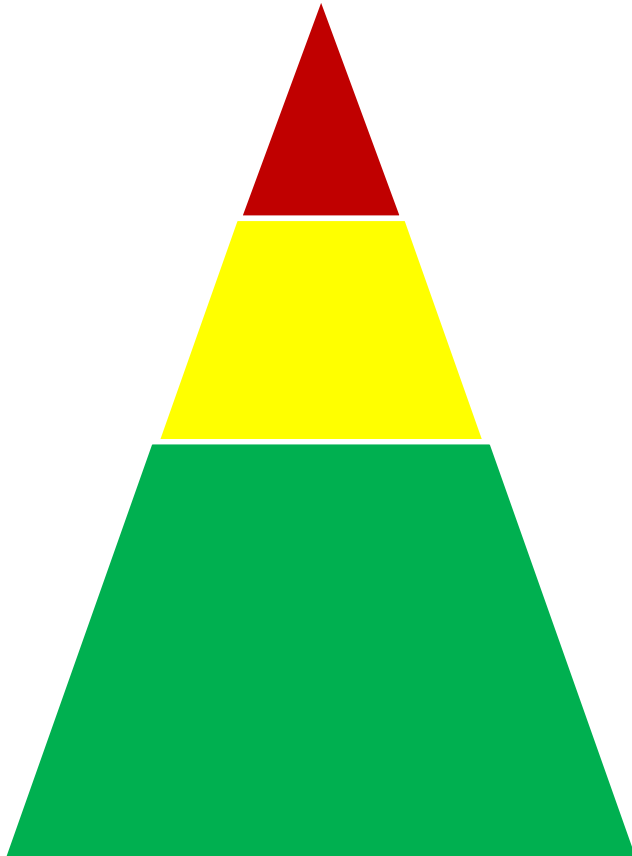




Tier Three: Intensive

Tier Two: Targeted

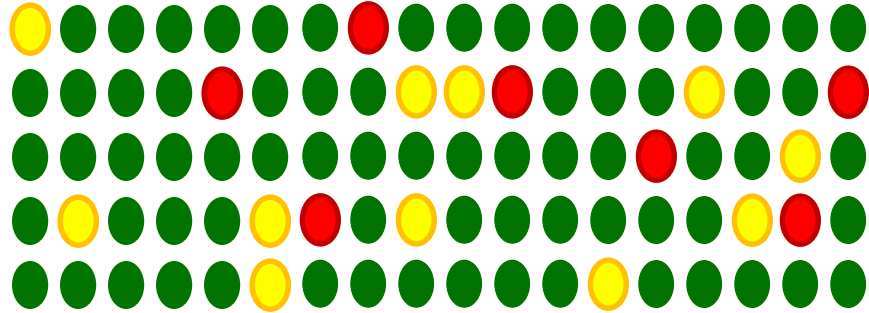
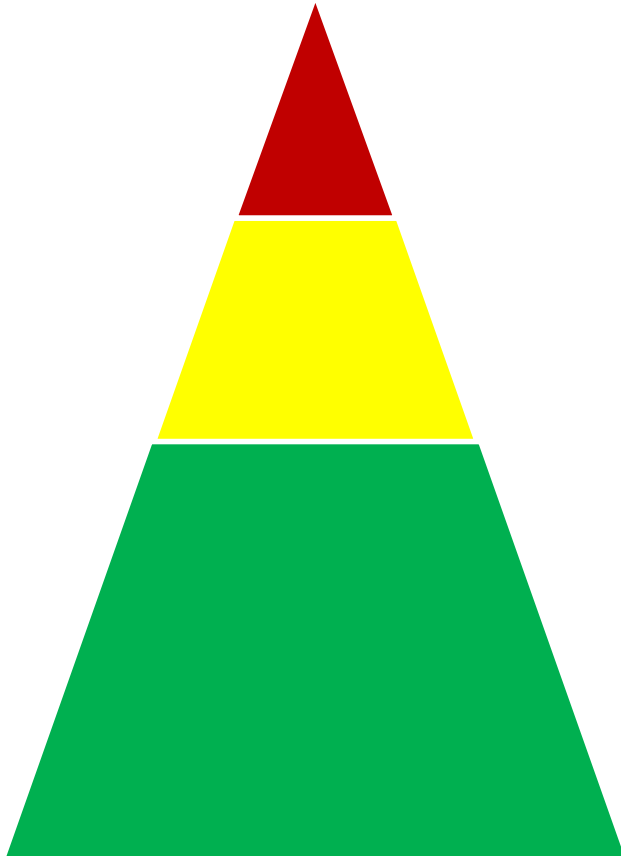
Tier One: Whole School



Tier Three: Intensive

Tier Two: Targeted

Tier One: Whole School



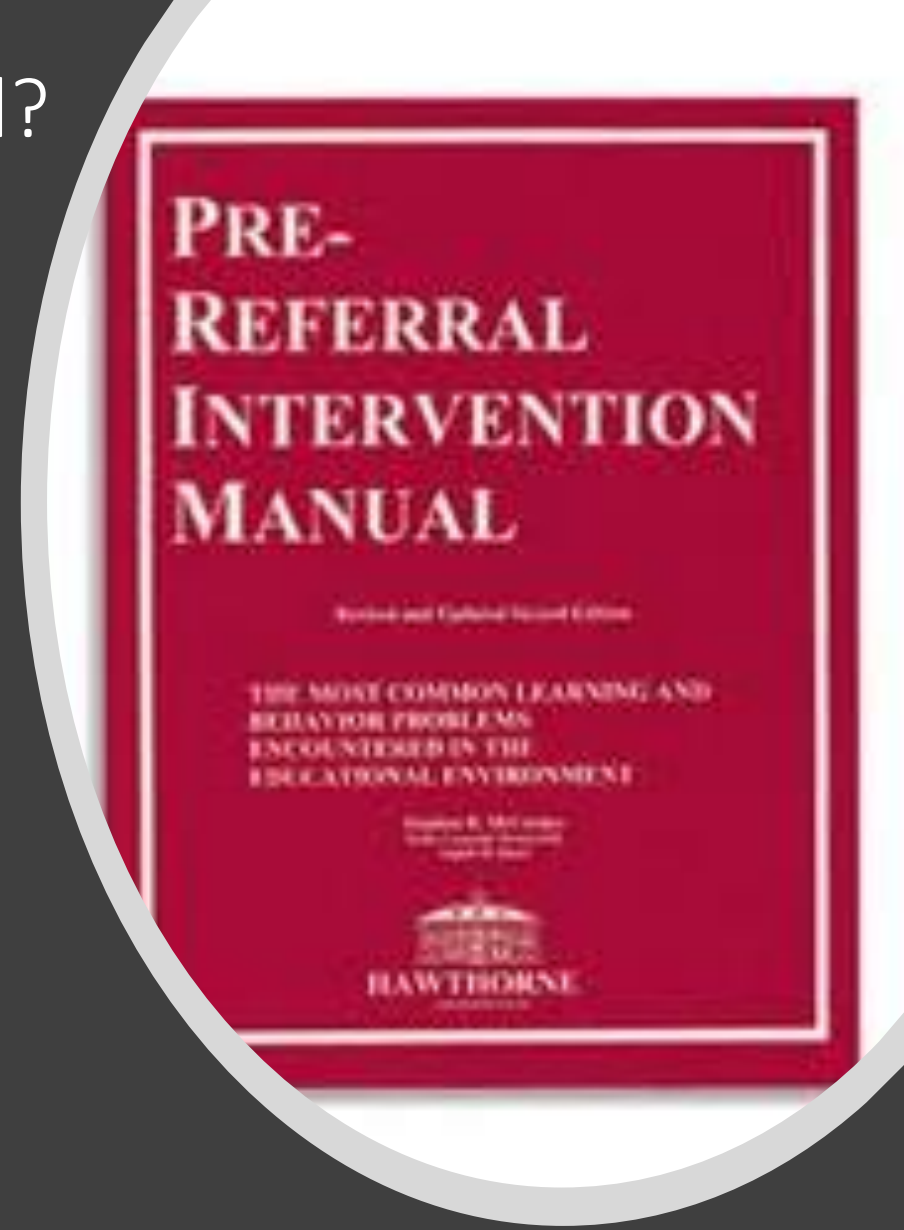
Tier Three: Intensive

Tier Two: Targeted

Tier One: Whole School

# What is the PRIM Manual?

The *Pre-Referral Intervention Manual* (**PRIM**) provides a direct response to state mandated pre-referral intervention activities. It may be used by a teacher or group of educators, such as a Teacher Assistance Team, to develop a comprehensive plan of intervention strategies for a student.





# Sample Index of PRIM Manual

## 1. Interventions, pp. 9-543

<b>Intervention Topic (Academic)</b>	<b>Intervention Numbers</b>	<b>Page Numbers</b>
A. Memory, Abstractions, Generalization, Organization	1-21	9-59
B. Listening	22-29	60-86
C. Speaking	30-37	87-107
D. Reading	38-57	108-145
E. Writing	58-72	146-177
F. Spelling	73-79	178-190
G. Mathematical Calculations	80-98	191-226
H. Academic Performance	99-115	227-290
<b>Intervention Topic (Behavioral)</b>		
I. Interpersonal Relationships	116-141	291-359
J. Depression/Motivation	142-166	360-413
K. Inappropriate Behavior Under Normal Circumstances	167-188	414-461
L. Rules and Expectations	189-212	462-522
M. Group Behavior	213-219	523-543

# Let's plan the work and work the plan!

## Scenario Activity

Read

- Read the scenario with your group

Identify

- Identify the intervention topic(s)

Read through

- Read through the list of possible interventions for the student action.

Choose

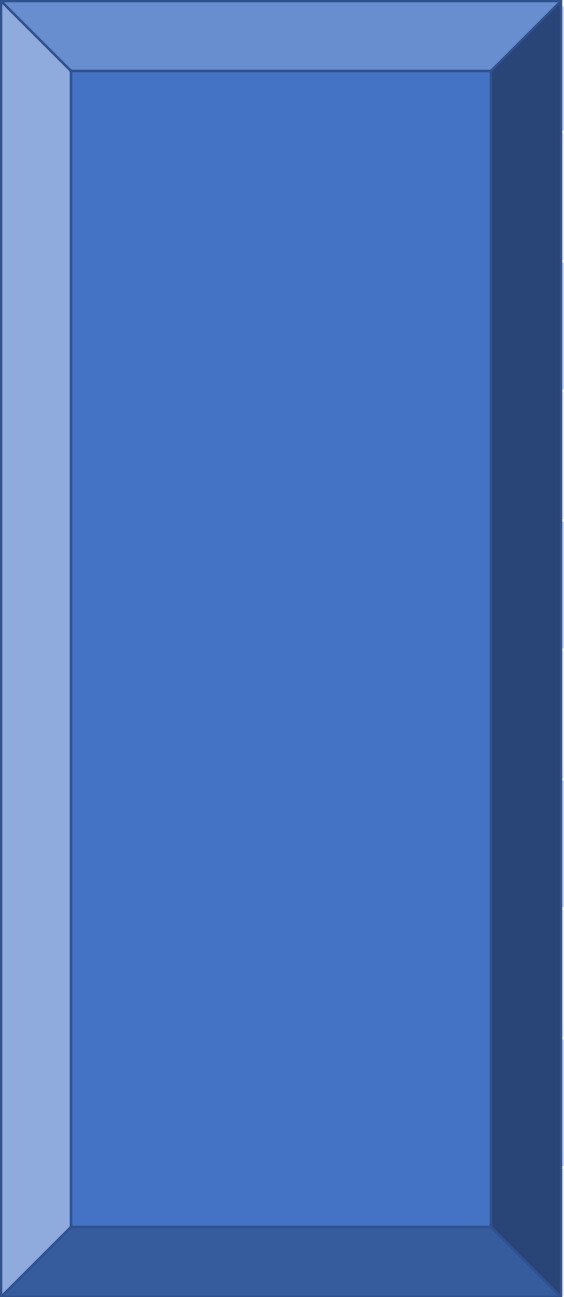
- Choose two interventions you think the team could reasonably try.

Identify

- Identify the intervention as a the Tier 1, Tier 2, or Tier 3 intervention.

Review

- Review your decisions

Scenario	Intervention Topic		
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

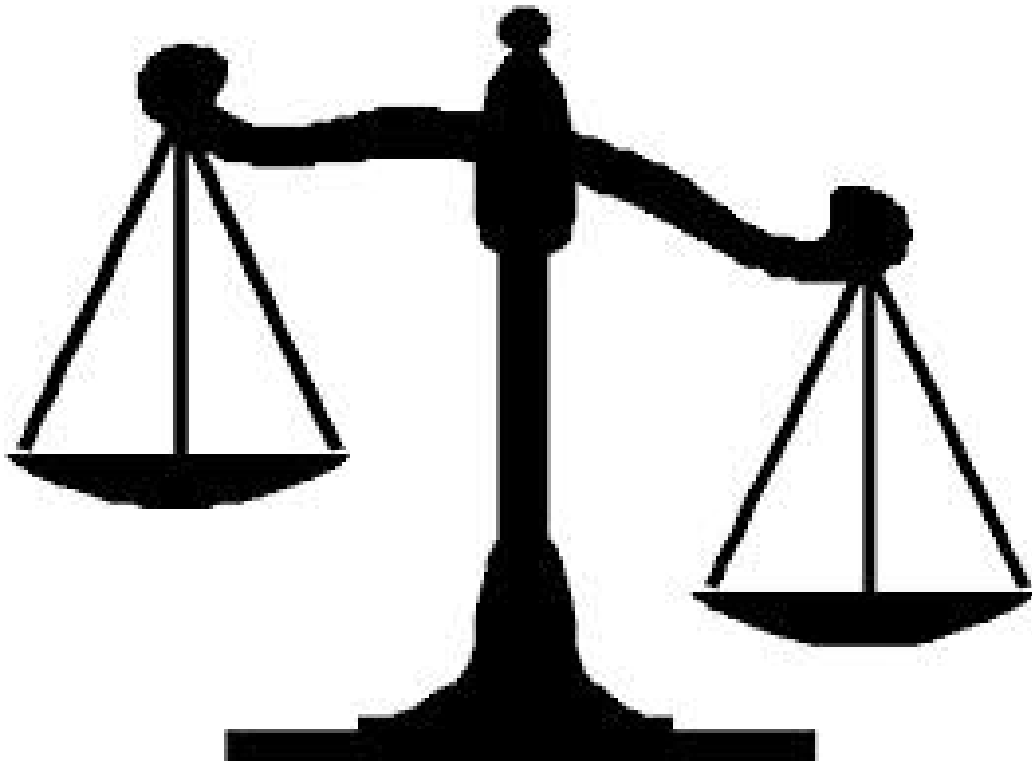
## Reporting out

**Please select a recorder and someone to share out:**

- Explain the scenario
- Share the intervention(s) your team selected
- List the Appendix documents you could use
- Make note of the Tier the intervention(s) would be part of.

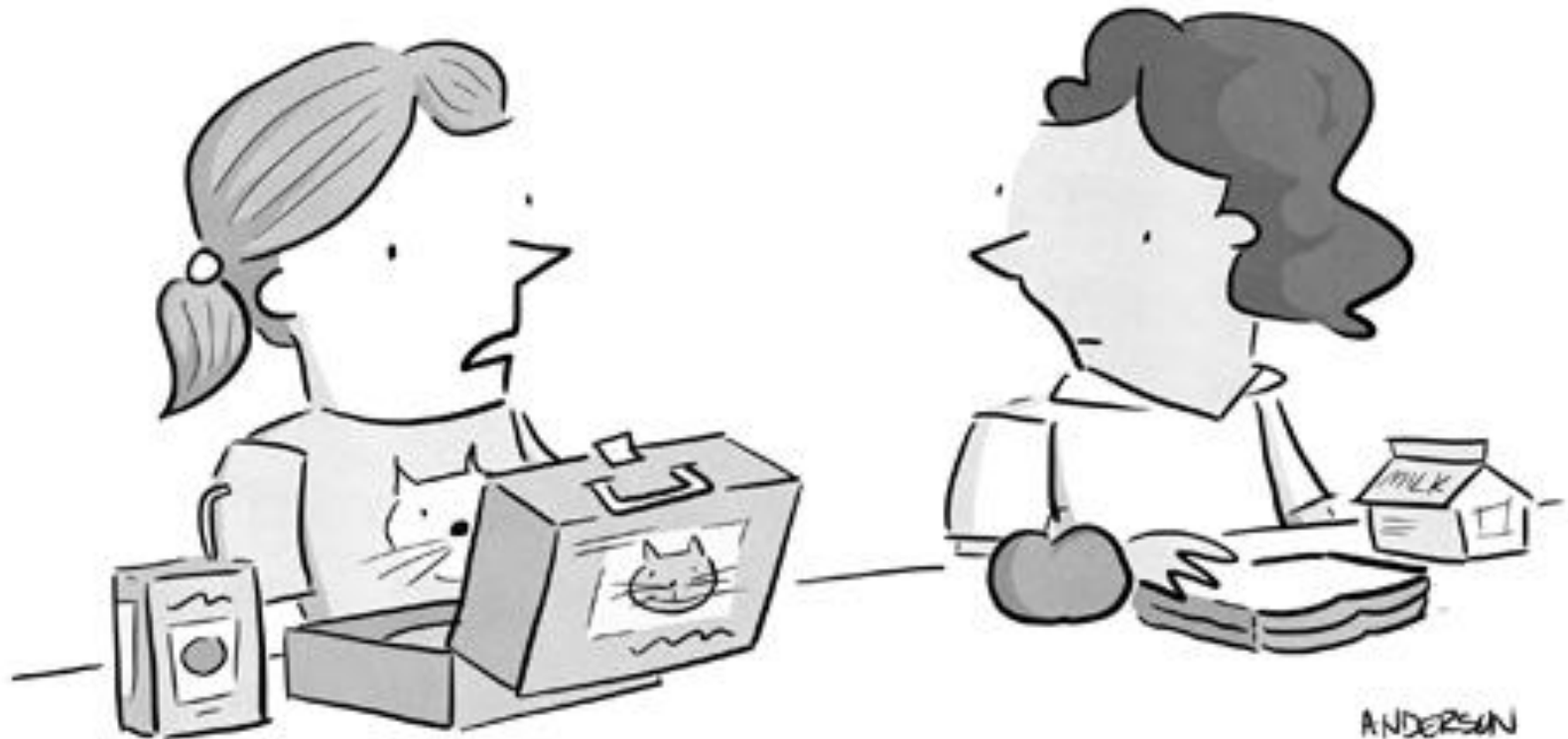






An ounce of prevention is worth a pound of cure.

- Ben Franklin



"I hear teachers spend the money they earn  
teaching buying teacher stuff for more teaching!  
Someone should have an intervention."

# *Exit Ticket*

- How can we use this process in our EWI meetings with teacher teams?
- What will we want to adapt to our own needs?



# Thank You



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