



Social Emotional  
Behavioral Intervention  
Team

# SEB Intervention Team Members

Kevin Van Horn BCBA

Nadia Kury LICSW

Kemissa Osit RBT

# Roles/Responsibilities

**Kevin Van Horn BCBA** - manages referral tracker, reaches out to referring parties to set up intake/interview, schedules individual observations and creates data sheet, completes observations and collects data, writes observation report and creates recommendations, trains/coaches team working with student on intervention plan, collects ongoing data and provides follow up recommendations and feedback as necessary.

# Roles/responsibilities

**Nadia Kury LICSW** - provides short term, solution focused clinical intervention and support for any mental health or behavioral concerns, evaluates safety and assesses if any recommendations for referrals are needed for students and their families.

# Roles/Responsibilities

**Kemissa Osit RBT** - assists with observations and data collection, assists/supports with training and coaching of teachers, takes ongoing data and provides individual 1:1 support in implementation of recommendations as appropriate.

# Type of services and support provided

- One-time observation with recommended strategies (student specific or classroom-wide)
- Series of observations and consultation sessions regarding challenging behavior and recommended strategies (student specific or classroom-wide)
- On-site training and coaching for classroom and/or school staff regarding challenging behavior (e.g., student specific, class-wide, campus wide)
- Behavior Support Plan (BSP) consultation and training for classroom staff regarding BSP (as deemed appropriate)
- Individualized short-term student support as necessary on an individualized basis as determined by the team

# Process

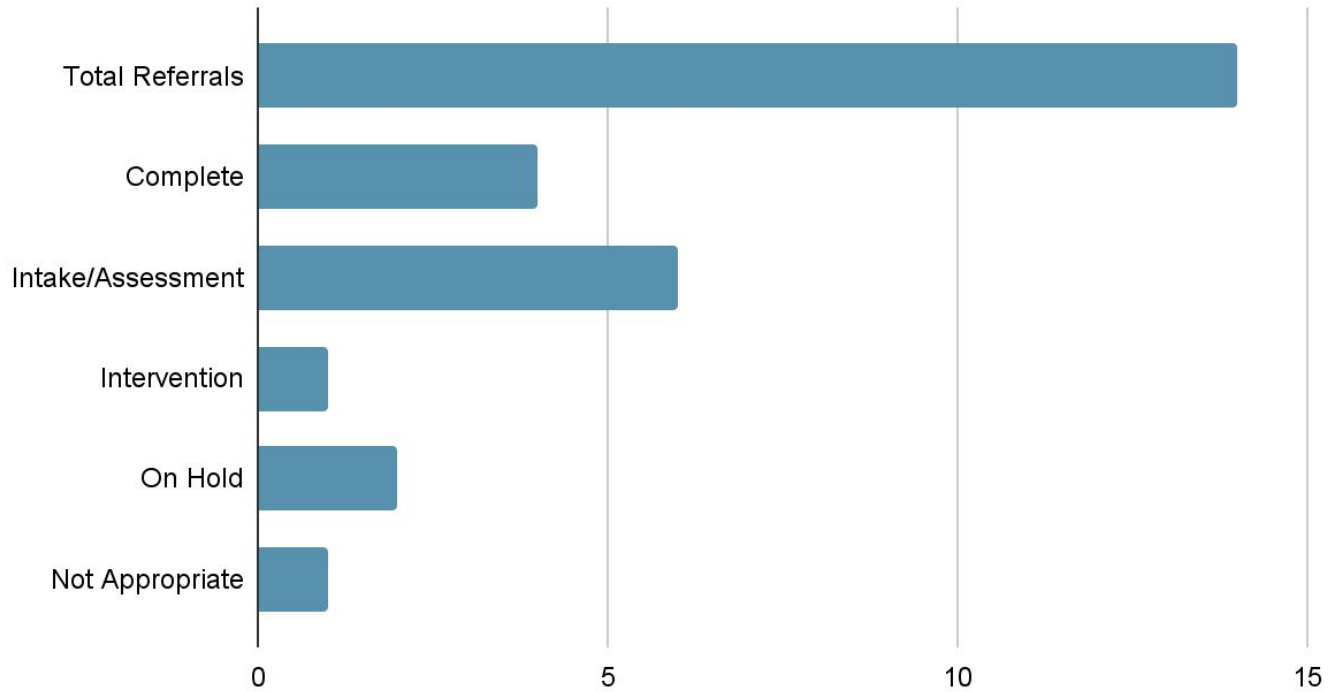
<https://docs.google.com/drawings/d/1X0tJyODoWBM65SisyGN6O3l004PkhAAJymK47285-IQ/>

# Referral form

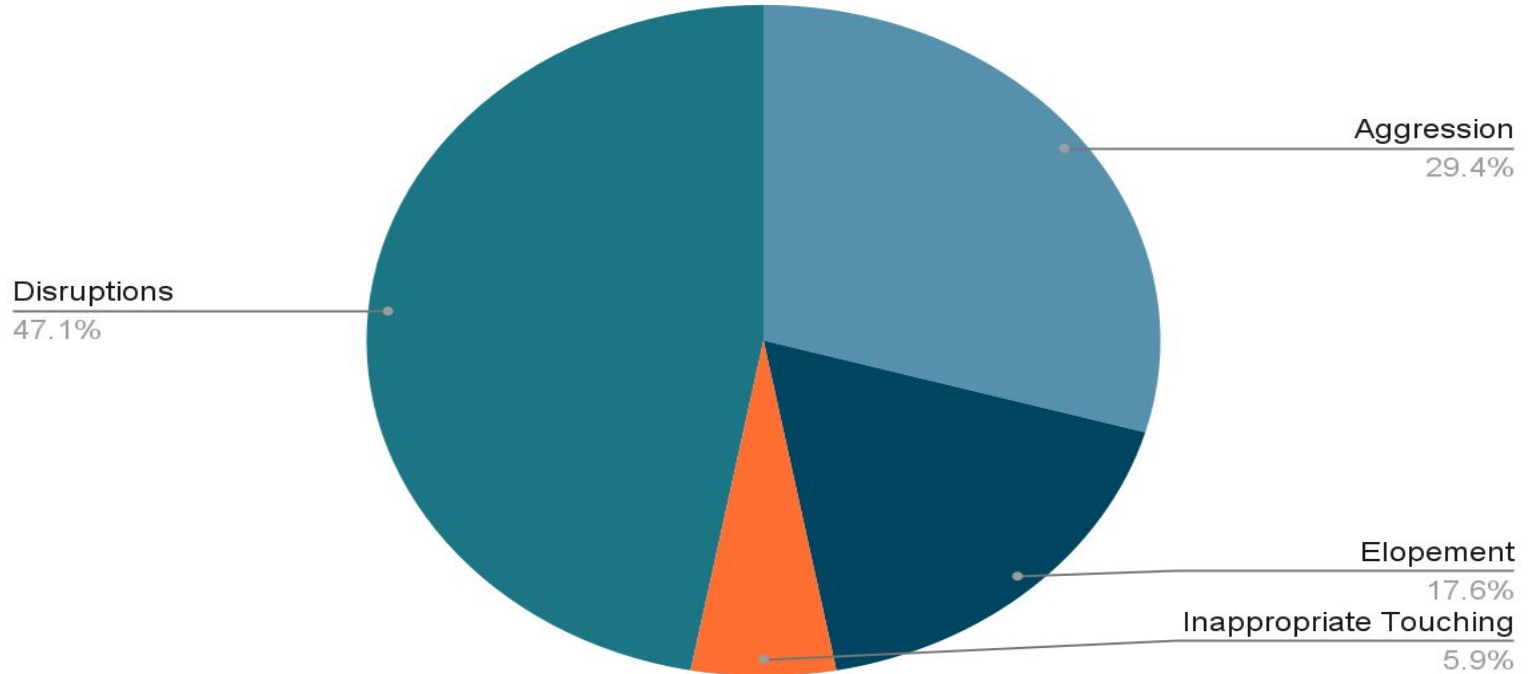
[SEB Referral Form](#)



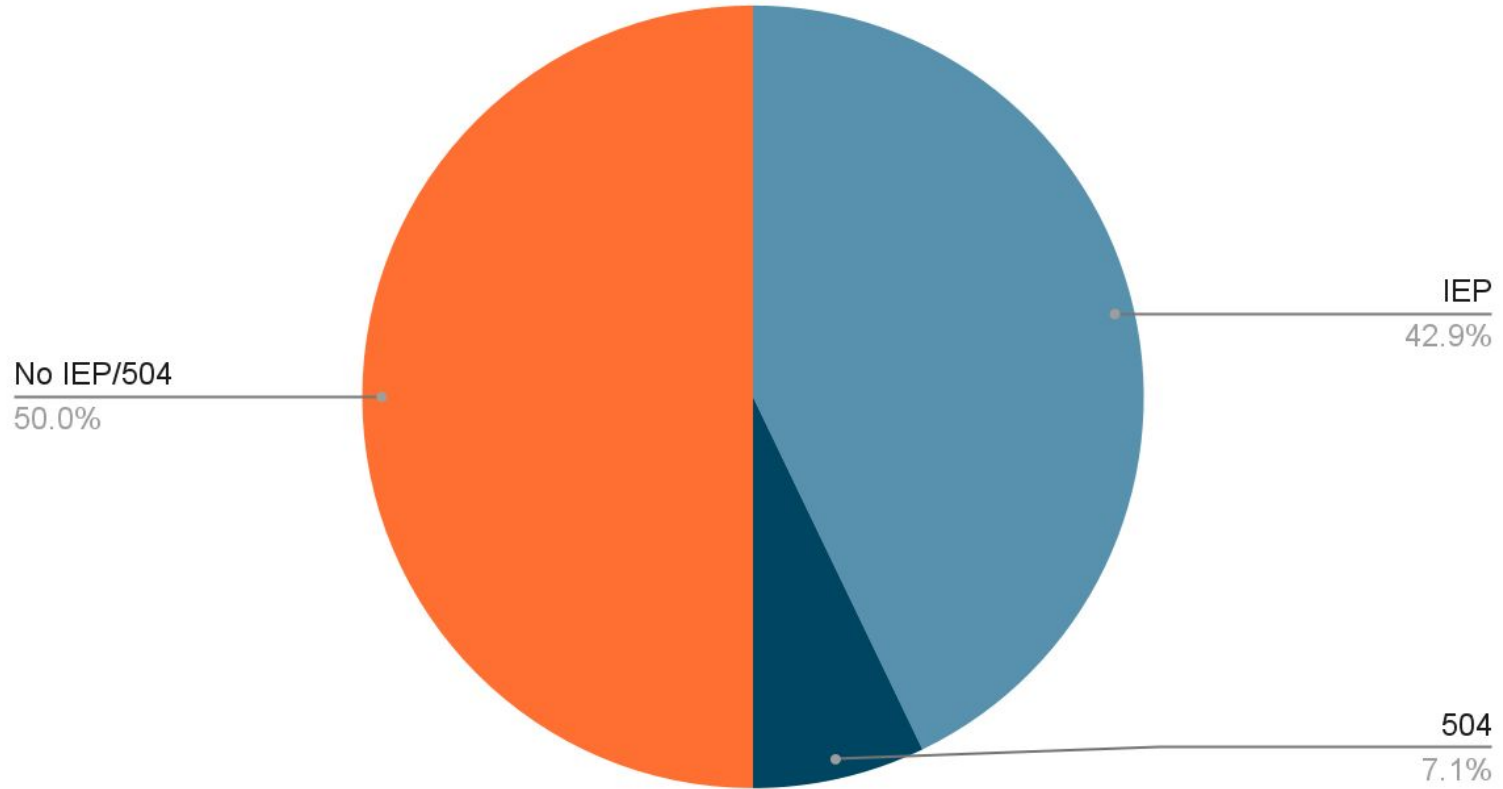
## Referral Status

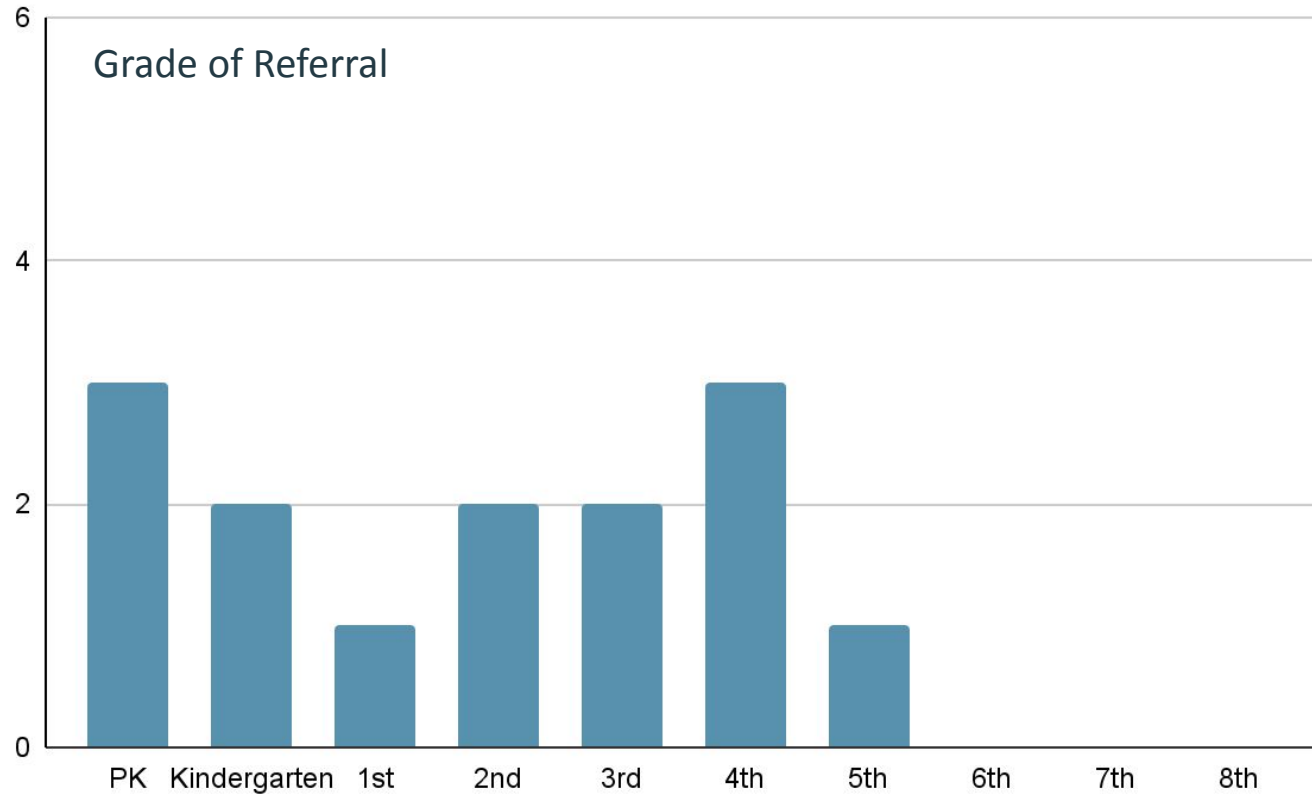


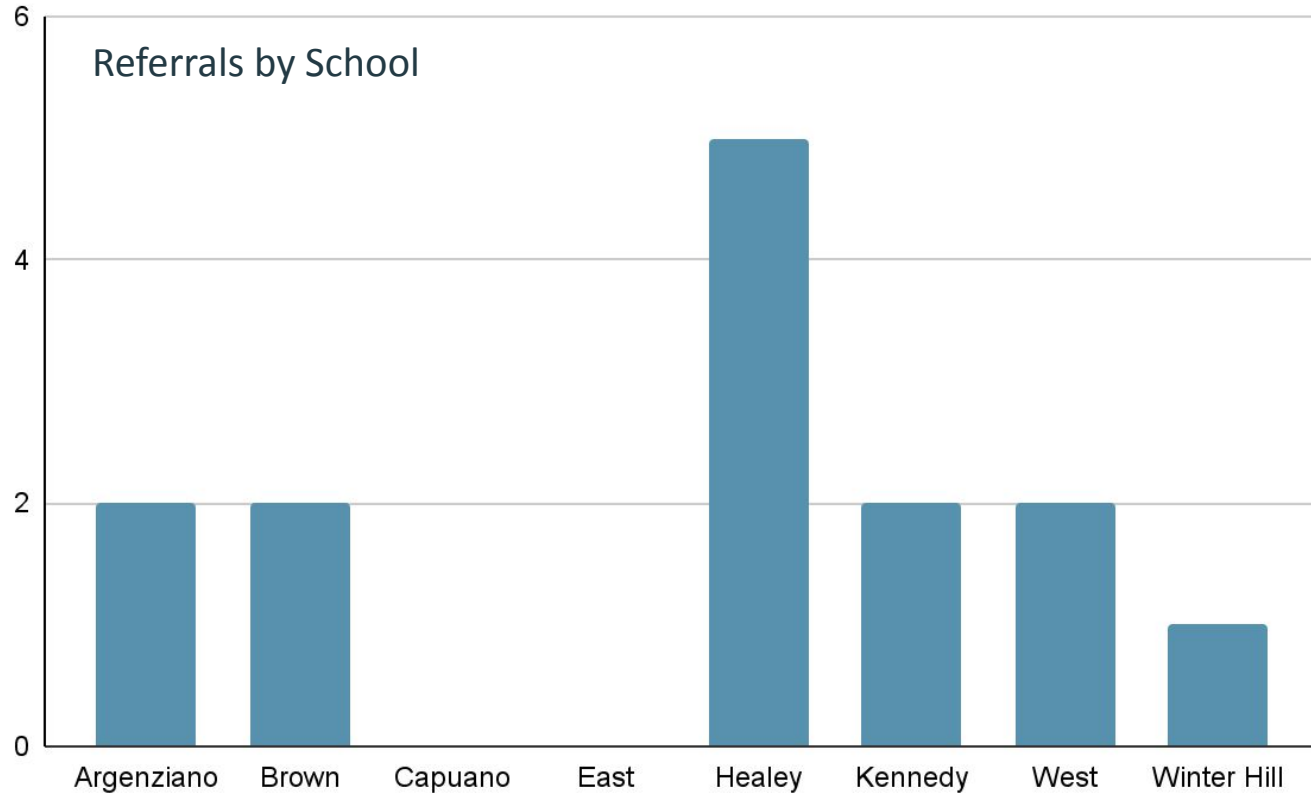
## Reason for Referral



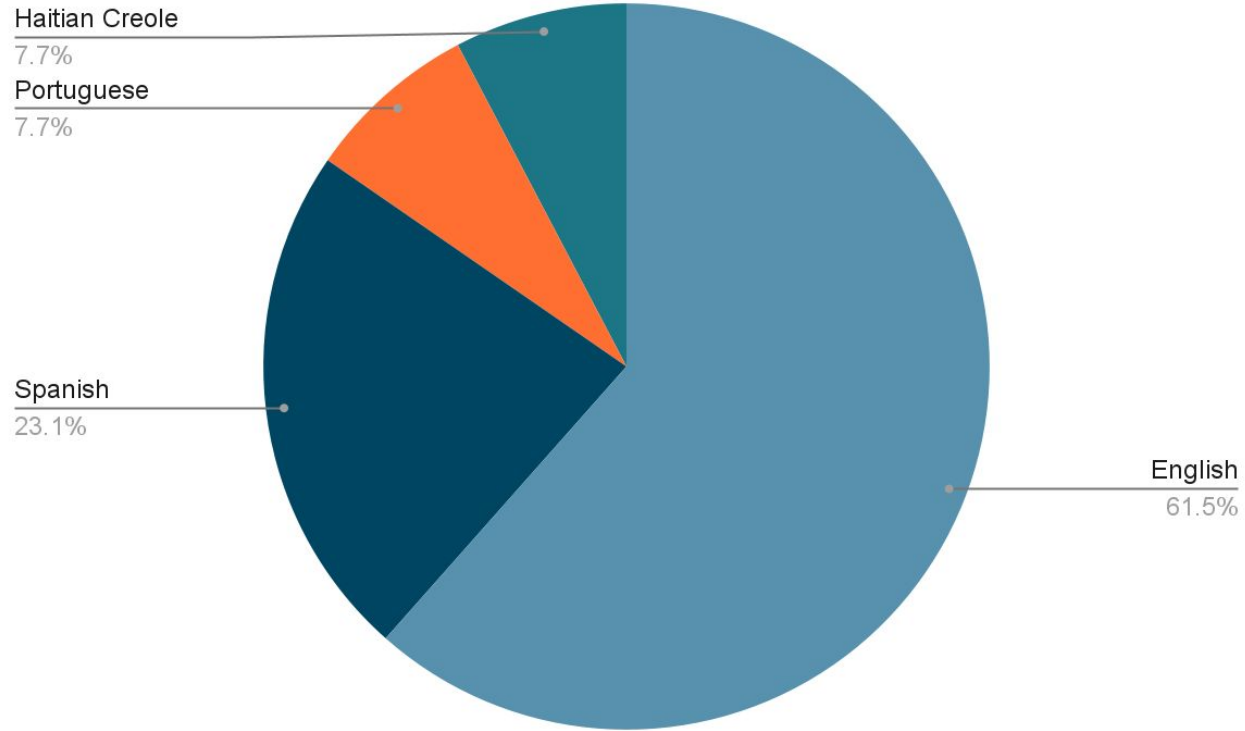
# IEP/504







## Primary Language Spoken at Home



# Case Review - Background Information

Student: 6 year old male, 1st grade

Other information: no IEP/504, family primarily speaks Portuguese at home

Referral received: 10/8/2024

Reason for referral: Student can only maintain focus for very short periods, which often results in aggressive outbursts, such as yelling, crying, and kicking. So far, the only work he has completed has been with a teacher or paraprofessional by his side, providing constant reminders and support. Additionally, the student elopes from the classroom and school building, and also hides from adults - posing a significant safety concern.

# Case Review (Process)

Initial Interview/Intake: Joined SST and conducted intake with Assistant Principal on 10/9

Teacher interview: 10/15

Observations: 10/15, 10/16, 10/17

Observation and recommendation report drafted and reviewed with team: 10/23

Intervention Plan: Intervention anticipated to start 10/28, but student was suspended from school on 10/25 with return on 10/31. Intervention began on 10/31.



# Intervention plan

Observations determined the student engaged in behavior to escape non-preferred tasks, and access attention and/or tangible items.

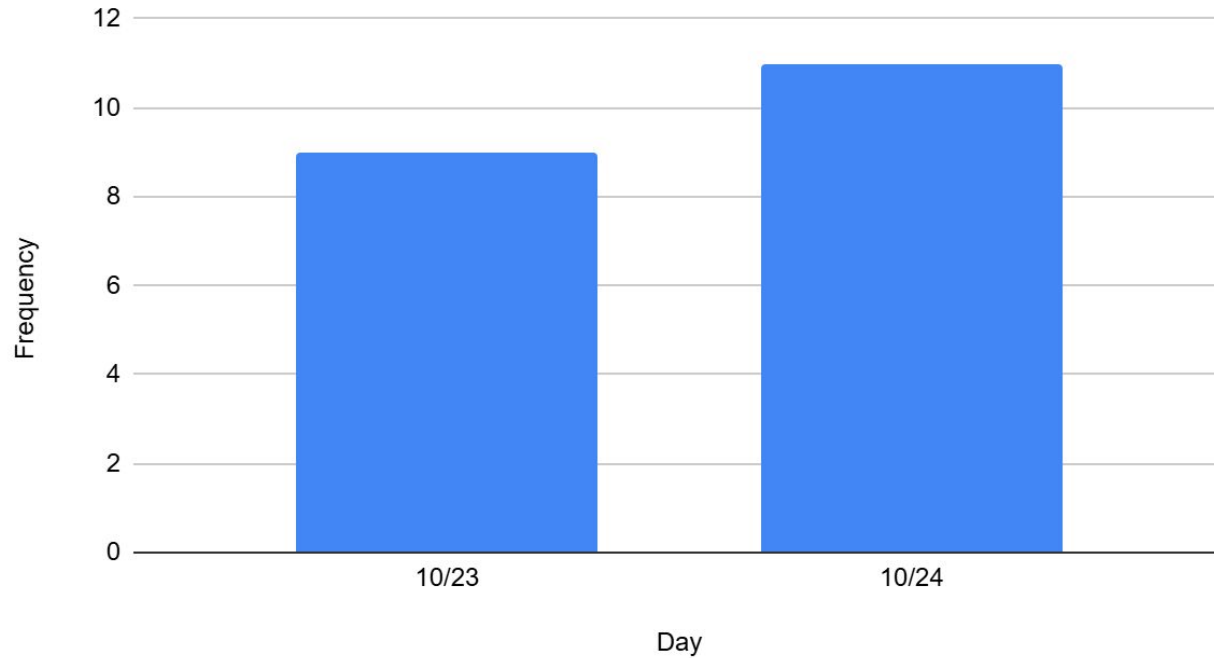
An intervention plan was developed in conjunction with school team that focused on reinforcing on-task behavior, following directions, and completing transitions with clear responses to challenging behavior that did not provide high-quality attention and access to preferred items.

Data was taken on instances of: eloping, yelling, throwing items, and hitting/kicking items on 11/23 and 11/24 prior to intervention starting.

Kemissa initially implemented the plan, and then trained the classroom teacher on the implementation of the plan. Classroom fully trained to implement plan on 11/14.

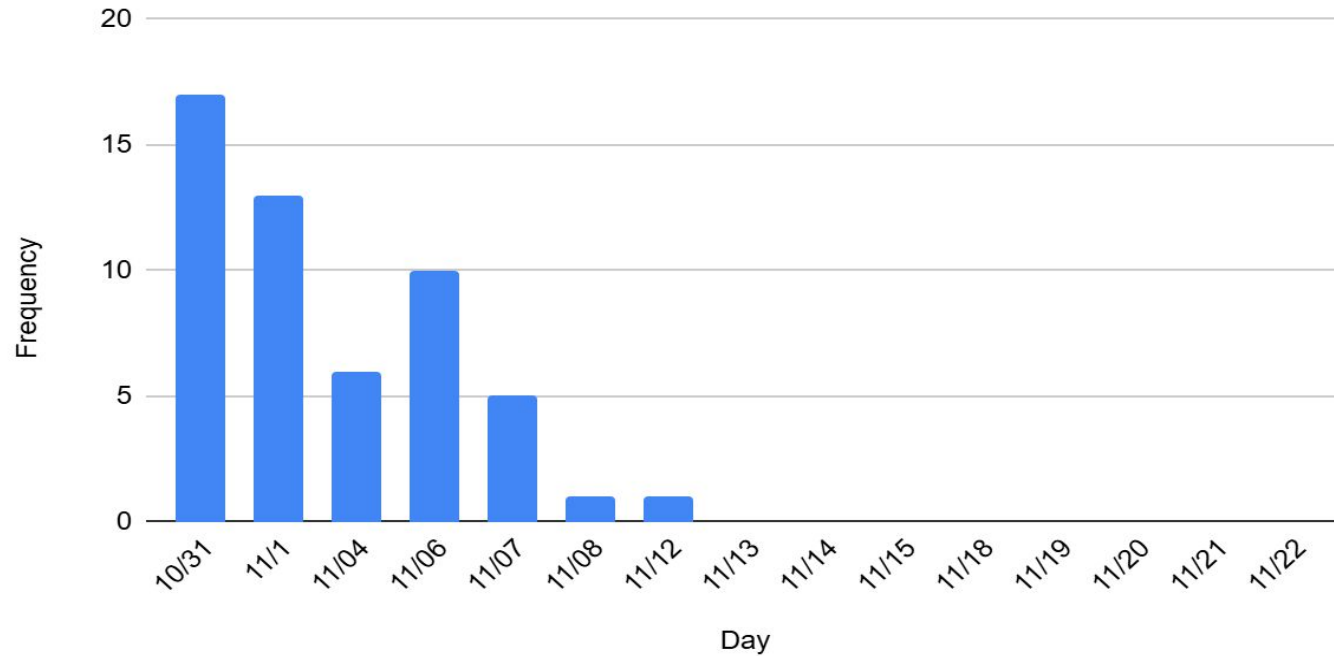
# Data Before Intervention

Total Behavior Per Day



# Data After Intervention

Total Behavior Per Day



Thank you for your time!

Any Questions?