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| --- | --- | --- | --- | --- | --- |
| RTI2-B School Team Workbook | | | | | |
| Tier III Session 6 Training | | | | | |
| School: |  | | | |
| District: |  | | | |
| Date: |  | | | |
| Participants: |  | | | |
|  | |  |  |

**Review of Homework/ Functional Behavior Assessment and Behavior Support Plan**

* Identify student and Student Support Team members
* Schedule meeting with Student Support Team members and parent/guardian
* Obtain parent/guardian consent
* Review Teacher Nomination Form and determine if more information is needed
* Identify and discuss target behavior
* Determine who will complete FACTS Part A & B with each teacher
* Assign Student Support Team members to complete the interviews with family and student (if appropriate)
* Complete the FACTS, family, and student interview (if appropriate)
* Assign Student Support Team members to complete the ABC observations
* Complete the ABC observations
* Choose data collection method
* Train necessary staff members on data collection method
* Take at least 3 days of data
* Schedule next meeting (within 2 weeks)
* Review and summarize observation information
* Confirm FACTS Summary Statement with ABC observations

**Activity #1: Roll the Dice**

Roll the dice.

* One will land on a function
* The other will land on a problem behavior

Identify an appropriate replacement behavior and write it down.

|  |  |  |
| --- | --- | --- |
| **Function** | **Problem Behavior** | **Replacement Behavior** |
|  |  |  |
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**Activity #2: FBA Summary Sheet**

Complete Step 7 (Competing Behavior Pathway) of the FBA Summary Sheet.

Consequence/Outcome

Click or tap here to enter text.

Activity

Click or tap here to enter text.

Desired Behavior ce

Click or tap here to enter text.

Replacement Behavior

Click or tap here to enter text.

Click or tap here to enter text.

Click or tap here to enter text.

Click or tap here to enter text.

Click or tap here to enter text.

Click or tap here to enter text.

Problem Behaviorce

Setting Event

Antecedent ce

Function

Consequencece

**Activity #3: Replacement Behavior Goals**

|  |  |  |  |
| --- | --- | --- | --- |
| **Replacement Behavior Goals** | **Condition** | **Replacement Behavior** | **Criteria** |
|  |  |  |
|  |  |  |
|  |  |  |

Review your Competing Behavior Pathway and determine what behaviors you will be teaching your student to replace the problem behavior.

Complete the Replacement Behavior Grid below.

**Activity #4: Setting Event Interventions**

Review the FACTS Summary Sheet and Competing Behavior Pathway to determine what the Setting Events are for your student. Look at the Setting Event Interventions on the next page to identify possible interventions for your student.

Complete the Setting Event Interventions Grid in your Behavior Support Plan.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Setting Event Interventions** | **Intervention** | **Who will complete?** | **When will it occur during the day?** | **When will the intervention begin?** | **Materials Needed** |
|  |  |  |  |  |
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| --- | --- | --- | --- | --- |
| Setting Event Strategies | | | | |
| **Seek Adult Attention** | **Seek Peer Attention** | **Access Tangible** | **Avoid Attention** | **Avoid Tasks** |
| * Connect with a meaningful adult upon arrival to school   + Talk with the student about non-academic interests or positive things happening outside of school using the   + [Two-By-Ten Strategy](http://www.ascd.org/publications/newsletters/education_update/jul14/vol56/num07/The_Two-Minute_Relationship_Builder.aspx)   + [Other Tips for Building Relationships with Students](http://www.interventioncentral.org/behavioral-interventions/motivation/motivation-challenge-6-student-lacks-positive-relationship-teach) * Review what the expected behaviors are at the beginning of the day (work, leisure).   + [Supporting and Responding to Behavior – Page 9](https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf) * Help students prepare for the day (organize materials, check agenda, etc.)   + [Tips for Student Organization](http://www.pbisworld.com/tier-2/organizational-tools/) | * Connect with a peer buddy upon arrival to school   + For more information on peer buddy supports go to [Peer Buddy Supports Resource](https://vkc.mc.vanderbilt.edu/assets/files/resources/psiPeermedstrategies.pdf) | * Consider seating proximity to desired items to minimize distractions   + [Effective Room Arrangement](http://iriscenter.com/wp-content/uploads/pdf_case_studies/ics_effrmarr_elementary.pdf)   + [Supporting and Responding to Behavior - Page 7](https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf) | * Provide a quiet space for students upon arrival to school * Quiet spaces can be set up in classrooms, libraries, or guidance offices * Things to include in the quiet zone:   + Soft rug   + Comfy place to sit   + Books, magazines   + Relaxing music   + Visual timer | * Provide a visual schedule of the day’s activities   + [Visual Schedule Online Course](https://triad.vkclearning.org/MyCourses/tabid/481/LrnrTab1597/myplan/LrnrCtrl1597/myplan/LrnrKC1597/true/FID1597/7d50d448-1d22-435f-9252-6053803c54ea/Default.aspx)\* * Clearly mark areas of the classroom (e.g. work, leisure)   + [Visual Supports in the Classroom Online Course](https://triad.vkclearning.org/MyCourses/tabid/481/LrnrTab1597/myplan/LrnrCtrl1597/myplan/LrnrKC1597/true/FID1597/a0f4f299-44be-41d2-9797-213e2a33c5c1/Default.aspx)\* |

**Activity #5: Antecedent Interventions**

Review the FACTS Summary Sheet and Competing Behavior Pathway to determine what the antecedents are for your student. Look at the Antecedent Interventions on the next page to identify possible interventions for your student.

**C**omplete the Antecedent Interventions Grid in your Behavior Support Plan.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Antecedent Interventions** | **Intervention** | **Who will complete?** | **When will it occur during the day?** | **When will the intervention begin?** | **Materials Needed** |
|  |  |  |  |  |
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| --- | --- | --- | --- | --- | --- |
| Antecedent Strategies | | | | | |
| **Seek Adult Attention** | **Seek Peer Attention** | **Access Tangibles** | **Avoid Attention** | **Avoid Tasks** |
| * Provide free, positive attention * [Noncontingent Attention Tip Sheet](http://tennesseebsp.org/wp-content/uploads/2016/12/Noncontingent-attention-tips.pdf) * [Tips for Breaking Attention Seeking Habits](http://www.interventioncentral.org/behavioral-interventions/challenging-students/breaking-attention-seeking-habit-power-random-positive) * Increase opportunities to respond (OTR)   + [Tips for Increasing OTRs](http://tennesseebsp.org/wp-content/uploads/2016/12/OTRs-Tips.pdf)   + ["Opportunities to Respond" Online Module](http://tennesseebsp.org/tier-1-classroom-management-webinars/)   + [Supporting and Responding to Behavior – Page 11](https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf) * Use proximity control—stand, but don’t hover near students   + [Proximity Control](http://www.teachhub.com/classroom-management-tips-using-proximity-control)   + [Supporting and Responding to Behavior – Page 10](https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf) * Clarify expected behavior and provide precorrects   + [Setting Behavioral Expectations Tips](http://tennesseebsp.org/wp-content/uploads/2018/01/Behavior-Expectations-Tips5b25d.pdf)   + [Supporting and Responding to Behavior – Pages 9 & 14](https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf) * Provide student jobs in the classroom * Increase positive home-to-school   communication   * [Positive Notes Home](http://brownbagteacher.com/a-pbis-idea-positive-notes-home/) * Provide daily check-in with students * [School-Home Notes: Enlisting the Teacher, Parent, and Student to Improve Behavior](http://www.interventioncentral.org/student_motivation_school_home_note) | * Increase opportunities for peer interaction   + [Peer Mediated Support Strategies](https://vkc.mc.vanderbilt.edu/assets/files/resources/psiPeermedstrategies.pdf) * Provide students a partner to go through transitions with * Move seat to optimal learning area and visuals   + [Supporting and Responding to Behavior - Page 7](https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf) * Allow student to sit away from non-preferred peer | * Provide choice of preferred activity prior to work session * [Opportunities for Choice Making Tip Sheet](http://tennesseebsp.org/wp-content/uploads/2016/12/Opportunities-for-Choice-Making-Tips.pdf) * Use first/ then language and visuals   + [Creating and Using First-Then Boards](https://handsinautism.iupui.edu/FirstThenBoard.html#.WleU1FQ-dZ0)   + [Visual Supports and Autism Spectrum Disorder](http://vkc.mc.vanderbilt.edu/assets/files/resources/visualsupports.pdf) * Have more than one preferred item available * Use a timer to structure access to preferred items * Provide guidelines for use of preferred items | * Modify instructional delivery (e.g. reduce complexity of language, alter rate of speech, present instruction in preferred modality)   + [Precision Requests](http://www.interventioncentral.org/sites/default/files/pdfs/pdfs_blog/behavior_management_precision_request.pdf) * Use positive tone when delivering instructions and feedback   + [Supporting and Responding to Behavior – Page 12](https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf) * Provide student’s choice of how they would like to receive feedback | * Behavioral Momentum (have student complete enjoyable or easier tasks before more difficult tasks)   + [High-Probability Requests](http://www.interventioncentral.org/sites/default/files/pdfs/pdfs_blog/motivation_students_high_probability_requests.pdf)   + [Creating and Using First-Then Boards](https://handsinautism.iupui.edu/FirstThenBoard.html#.WleU1FQ-dZ0) * Use positive and direct statements when delivering task directions and feedback   + [Communication Strategies for Positive Student Relationships](https://www.interventioncentral.org/behavioral-interventions/communication-tools/working-defiant-kids-communication-tools-teachers)   + [Supporting and Responding to Behavior – Page 12](https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf) * Provide high interest materials * Adjust assignment length/difficulty   + [Modifications and Accommodations for Assignments](https://osepideasthatwork.org/sites/default/files/33%20-%20School%20Accommodations%20and%20Modifications.pdf)   + ["Activity Sequencing" Online Module](http://tennesseebsp.org/tier-1-classroom-management-webinars/) * Review assignments before taught in whole group instruction * Provide warnings before transitions   + [Transition Strategies](https://www.iidc.indiana.edu/pages/transition-time-helping-individuals-on-the-autism-spectrum-move-successfully-from-one-activity-to-another) * Provide students choices on the type of task/activity, order of completion, what materials to use, etc.   + [Opportunities for Choice-making Tips](http://tennesseebsp.org/wp-content/uploads/2016/12/Opportunities-for-Choice-Making-Tips.pdf)   + [Using Choice and Preference to Promote Improved Behavior](http://csefel.vanderbilt.edu/briefs/wwb15.pdf) * Set short-term daily goals |

**Activity #6: Teaching Interventions**

Review the FACTS Summary Sheet and Competing Behavior Pathway to make sure that the student’s replacement behavior and desired behavior match the function of the problem behavior. Look at the Teaching Interventions on the next page to identify possible interventions to help teach the replacement and desired behaviors to your student.

Complete the Teaching Interventions Grid in your Behavior Support Plan.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Teaching Interventions** | **Intervention** | **Who will complete?** | **When will it occur during the day?** | **When will the intervention begin?** | **Materials Needed** |
|  |  |  |  |  |
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| --- | --- | --- | --- | --- |
| Teaching Strategies | | | | |
| **Seek Adult Attention** | **Seek Peer Attention** | **Access Tangibles** | **Avoid Attention** | **Avoid Tasks** |
| * Teach specific ways to ask for attention across settings and people   + [Functional Communication Training](http://csefel.vanderbilt.edu/briefs/wwb11.pdf) * Teach students to use a journal to write down incidents they can share with an adult when they meet   + [Talk Ticket](https://www.interventioncentral.org/behavioral-interventions/challenging-students/talk-ticket) is a variation of this strategy | * Teach social skills   + [Social Skills Instruction](http://tennesseebsp.org/wp-content/uploads/2016/03/SocialSkillsInstructionBrief-REV.pdf) * Have peers model appropriate behaviors   + [Setting Behavioral Expectations Tips](http://tennesseebsp.org/wp-content/uploads/2018/01/Behavior-Expectations-Tips5b25d.pdf) * Allow student to help teach lesson to peers   + [Peer Assisted Interventions](http://www.specialconnections.ku.edu/?q=behavior_plans/classroom_and_group_support/teacher_tools/peer_assisted_interventions) * Teach peers to respond to appropriate attempts for attention | * Teach student to appropriately ask for item   + [Functional Communication Training](http://csefel.vanderbilt.edu/briefs/wwb11.pdf) * Teach and engage in de-escalation techniques   + [Strategies to Manage Escalated Situations](https://www.interventioncentral.org/behavioral-interventions/challenging-students/school-wide-strategies-managing-defiance-non-complianc) | * Teach self-management skills   + [Using Self-Management](https://intensiveintervention.org/sites/default/files/Self-Mgmt_508.pdf) * Teach students to use self-monitoring to observe and record own behavior   + [Teaching Students to Self-Monitor](http://www.interventioncentral.org/sites/default/files/pdfs/pdfs_blog/self_management_self_monitoring.pdf) | * Teach students how to ask for a break   + [Escape Breaks](http://www.interventioncentral.org/sites/default/files/pdfs/pdfs_blog/behavior_management_escape_avoidance_Class_Pass.pdf) * Teach students how to ask for an alternative assignment/activity   + [Functional Communication Training](http://csefel.vanderbilt.edu/briefs/wwb11.pdf) * Teach students how to ask for help   + [Using a Help Signal](https://www.interventioncentral.org/academic-interventions/general-academic/help-signal) * Teach students problem solving skills   + [Problem-Solving Steps Poster](http://csefel.vanderbilt.edu/resources/strategies/problemsolvingboy.pdf)   + [The Solution Kit](http://csefel.vanderbilt.edu/resources/strategies.html) * Teach students academic skills * Teach and engage in de-escalation techniques   + [Strategies to Manage Escalated Situations](https://www.interventioncentral.org/behavioral-interventions/challenging-students/school-wide-strategies-managing-defiance-non-complianc)   + [Tucker the Turtle](http://csefel.vanderbilt.edu/resources/strategies.html) |

**Activity #7: Consequence Strategies**

Keep in mind what the function of the student’s problem behavior is based on the FACTS Summary Sheet and Competing Behavior Pathway. The consequence strategies need to match that same function. The team will need to identify consequence strategies for making problem behavior ineffective. Look at the Consequence Interventions on the next page to identify possible interventions for your student.

Complete the “Consequence Strategies – Response to Make Problem Behavior Ineffective Grid” in your Behavior Support Plan.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Consequence Strategies:**  **To Make Problems Ineffective** | **Intervention** | **Who will complete?** | **When will it occur during the day?** | **When will the intervention begin?** | **Materials Needed** |
|  |  |  |  |  |
|  |  |  |  |  |
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Complete the “Consequence Strategies – Reinforce the Replacement Behavior Grid” in your Behavior Support Plan.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Consequence Strategies:**  **To Reinforce Replacement Behavior** | **Intervention** | **Who will complete?** | **When will it occur during the day?** | **When will the intervention begin?** | **Materials Needed** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

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| --- | --- | --- | --- | --- |
| Consequences to Make Problem Behavior Ineffective | | | | |
| **Seek Adult Attention** | **Seek Peer Attention** | **Access Tangibles** | **Avoid Attention** | **Avoid Tasks** |
| * Provide minimal attention for the problem behavior   + [Planned Ignoring](http://www.pbisworld.com/tier-1/ignore/) * Speak in a calm and neutral tone * Time out from Reinforcement   + [Time-Out from Reinforcement](https://www.interventioncentral.org/behavioral-interventions/challenging-students/time-out-reinforcement)   + [Supporting and Responding to Behavior – Page 17](https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf) * Limit verbal interactions when problem behavior occurs; walk away from student rather than engaging in power struggle   + [Avoiding the Power Struggle](https://www.interventioncentral.org/behavioral-interventions/challenging-students/dodging-power-struggle-trap-ideas-teachers) | * Time out   + [Time-Out from Reinforcement](https://www.interventioncentral.org/behavioral-interventions/challenging-students/time-out-reinforcement) * Teach peers to ignore problem behavior | * Minimize attention given to the problem behavior * Speak in a calm and neutral tone * Consider seating and proximity to desired items to decrease distractions   + [Supporting and Responding to Behavior - Page 7](https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf) | * Minimize attention given to the problem behavior * Speak in a calm and neutral tone * Walk away from student rather than engaging in power struggle   + [Avoiding the Power Struggle](https://www.interventioncentral.org/behavioral-interventions/challenging-students/dodging-power-struggle-trap-ideas-teachers) | * Redirect the student to get back to work and avoid commenting on the problem behavior * Speak in a calm and neutral tone * Briefly ask student if they need assistance * Build time into schedule for student to complete work   + [Finishing Work](http://www.pbisworld.com/tier-1/do-unfinished-work-during-recess-or-unstructured-time/) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Consequences to Reinforce Replacement Behaviors | | | | |
| **Seek Adult Attention** | **Seek Peer Attention** | **Access Tangibles** | **Avoid Attention** | **Avoid Tasks** |
| * Immediately recognize positive behaviors using behavior specific praise   + [Implementing Behavior Specific Praise](http://tennesseebsp.org/wp-content/uploads/2016/03/Behavior-Specific-Praise.pdf)   + [Supporting and Responding to Behavior – Page 12](https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf) * Provide attention for any appropriate behavior   + [Praise Video](https://www.youtube.com/watch?v=ud4y-V9QBzU)   + [Praise Handout](https://www.interventioncentral.org/sites/default/files/pdfs/pdfs_blog/2_using_praise.pdf)   + [Supporting and Responding to Behavior – Page 12](https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf) | * Give students time to “check-in” with one another after completion of work | * Acknowledge appropriate requests of items   + [Supporting](http://schoolimprovement.com/classroom-management-narrating-positive-behavior/) and [Responding](https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf) to Behavior – Page 12 * Provide opportunity to earn highly preferred items after a specified number of tasks are completed   + [Introduction to Token Economies](https://triad.vkclearning.org/MyCourses/tabid/481/LrnrTab1597/myplan/LrnrCtrl1597/myplan/LrnrKC1597/true/FID1597/d1f682de-9480-4ab5-bbe2-f389ff5a035f/Default.aspx)\*   + [Response Based Token Economies](https://triad.vkclearning.org/MyCourses/tabid/481/LrnrTab1597/myplan/LrnrCtrl1597/myplan/LrnrKC1597/true/FID1597/d1f682de-9480-4ab5-bbe2-f389ff5a035f/Default.aspx)\*   + [Supporting and Responding to Behavior – Page 13](https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf) | * Provide nonverbal reinforcers such as thumbs up, note on desk, smile, or a made-up signal   + [Supporting](http://schoolimprovement.com/classroom-management-narrating-positive-behavior/) and [Responding](https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf) to Behavior – Page 12 * Reinforce other students who are working/engaging in appropriate behavior   + [Narrating Positive Behaviors](http://schoolimprovement.com/classroom-management-narrating-positive-behavior/)   + [Supporting](http://schoolimprovement.com/classroom-management-narrating-positive-behavior/) and [Responding](https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf) to Behavior – Page 12 | * Provide opportunity to earn breaks after a specified number of tasks are completed   + [Introduction to Token Economies](https://triad.vkclearning.org/MyCourses/tabid/481/LrnrTab1597/myplan/LrnrCtrl1597/myplan/LrnrKC1597/true/FID1597/d1f682de-9480-4ab5-bbe2-f389ff5a035f/Default.aspx)\*   + [Token Economy Tip Sheet](http://vkc.mc.vanderbilt.edu/assets/files/tipsheets/tokeneconomytips.pdf)   + [Supporting and Responding to Behavior – Page 13](https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf) * Provide time-based break irrelevant to problem-behavior occurring or not * Develop a work completion contract to access reward   + [Creating Student Contracts](https://www.interventioncentral.org/behavioral-interventions/challenging-students/behavior-contracts)   + [Supporting and Responding to Behavior – Page 13](https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf) |

\*Must register for an account at <https://www.vkclearning.org/default.aspx> to access modules.

**Homework: BSP Fidelity Checklist**

Create a BSP Fidelity Checklist from the intervention plan you drafted today using the blank fidelity data sheet below. Fill in the intervention boxes with the information from your BSP.

**BSP Fidelity Data Sheet**

**Observer:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Student Information** | | | | | | | | |
| **Last name:** |  | **First name:** |  | **Gender:** | **Age:** | **Birthdate:** | **Date BSP was created:** | **Grade:** | |
|  |  |  |  |  |  |  |  |  | |
| **School:** |  |  |  | **Special Education** | | **If SPED, list eligibility:** | | | |
|  |  |  |  | **General Education** | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Replacement Behavior Goals** | **Condition** | **Replacement Behavior** | **Criteria** |
|  |  |  |
|  |  |  |
|  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Setting Event Interventions** | **Intervention** | **Date Observed**  **\_\_\_\_\_\_\_\_\_\_\_** | **Date Observed**  **\_\_\_\_\_\_\_\_** | **Date Observed**  **\_\_\_\_\_\_\_\_\_** | **Date Observed**  **\_\_\_\_\_\_\_\_\_\_\_** |
|  | Y N N/A | Y N N/A | Y N N/A | Y N N/A |
|  | Y N N/A | Y N N/A | Y N N/A | Y N N/A |
|  | Y N N/A | Y N N/A | Y N N/A | Y N N/A |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Antecedent Interventions** |  | Y N N/A | Y N N/A | Y N N/A | Y N N/A |
|  | Y N N/A | Y N N/A | Y N N/A | Y N N/A |
|  | Y N N/A | Y N N/A | Y N N/A | Y N N/A |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Teaching Interventions** |  | Y N N/A | Y N N/A | Y N N/A | Y N N/A |
|  | Y N N/A | Y N N/A | Y N N/A | Y N N/A |
|  | Y N N/A | Y N N/A | Y N N/A | Y N N/A |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Consequence Strategies:**  **To Make Problem Behavior Ineffective** |  | Y N N/A | Y N N/A | Y N N/A | Y N N/A |
|  | Y N N/A | Y N N/A | Y N N/A | Y N N/A |
|  | Y N N/A | Y N N/A | Y N N/A | Y N N/A |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Consequence Strategies:**  **To Reinforce Replacement Behavior** |  | Y N N/A | Y N N/A | Y N N/A | Y N N/A |
|  | Y N N/A | Y N N/A | Y N N/A | Y N N/A |
|  | Y N N/A | Y N N/A | Y N N/A | Y N N/A |

Adapted from C. Borgmeier (2002) from multiple sources: M. Bergstrom and D. Crone (2000); March, Horner, Lewis-Palmer, Brown, Crone & Todd (1999); O’Neill, Horner, Albin, Sprague, Story, & Newton (1997); Palmer & Sugai (2000); and Sprick, Sprick, & Garrison (1993); Martin, Hagan-Burke, & Sugai (2000)

Tier III Support Meeting Process

Support Team Meeting 3

Support Team Meeting 2

Support Team Meeting 1

* Identify Student Support Team members
* Obtain parent/guardian consent
* Review Teacher Nomination Form and determine if more information is needed
* Identify and discuss target behavior
* Determine who will complete the FACTS – Part A & B with teacher
* Assign Support Team members to complete the interviews with family and student (if appropriate)
* Assign Support Team member(s) to complete ABC observation(s)
* Choose data collection method
* Assign Support Team member(s) to collect data
* Assign Support Team member(s) to train staff members on data collection method
* Schedule next meeting (within 2 weeks)
* Review and summarize observation information on FBA Summary Sheet
* Confirm summary statement
* Complete Competing Behavior Pathway
* Complete Behavior Support Plan
* Develop plan to train staff
* Assign Support Team member(s) to complete progress-monitoring (Fidelity Checklist or Data Sheet Review)
* Schedule Meeting 3
* Review BSP (implement with fidelity?)
* Review progress-monitoring data
  + Based on data, team will determine whether to reteach adults and/or students, continue, modify or intensify intervention(s)
* Schedule next review meeting (repeat Meeting 3 agenda)

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| **Session 6 Homework Checklist and Action Plan:** | | | |
| **Action Item:** | **Who?** | **By When?** | **Notes:** |
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