



# 3J – Exploring the Layers Within Tier 3

*Presenters:*

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- **Topic:** Social-Emotional-Behavioral Well-Being
- **Keywords:** Tier 3, Assessment, FBA/BIP/BSP



# Learning Objectives

*After this session, attendees will be able to:*

- 1. Discuss misconceptions related to the implementation of Tier 3 supports in schools,*
- 2. Describe and provide examples of a continuum of FBA/BIP practices tailored to match the level of student need, and*
- 3. Describe how considering the function of student behavior across all tiers can prevent interfering behavior and foster generalization and maintenance of skills.*



# Function Based Support at Tier 3

Kathleen Strickland-Cohen, PhD, BCBA-D



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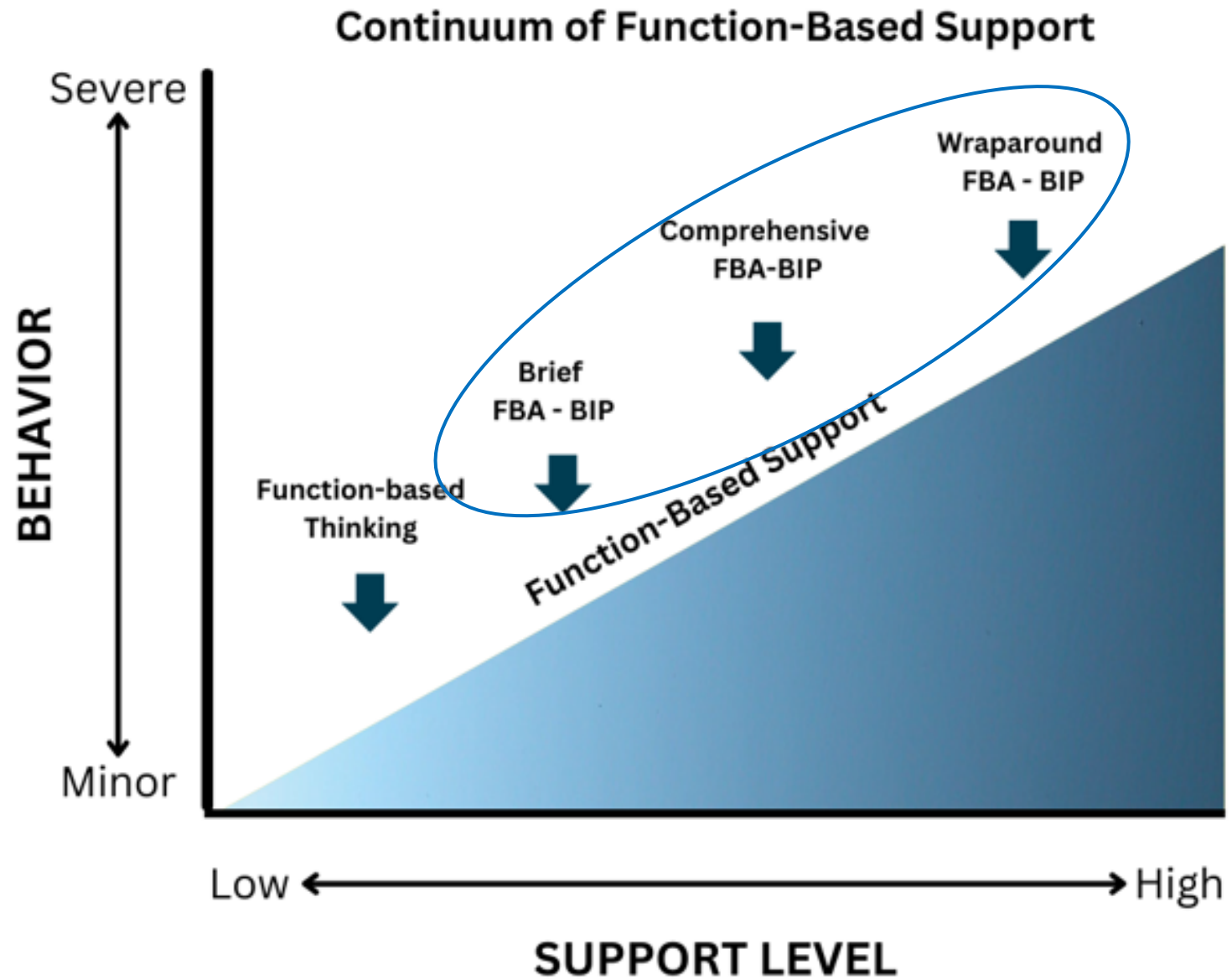
# Behavioral Function

- The purpose or reason why a specific behavior occurs and how it maintains over time
- Understanding and identifying function is crucial for selecting effective interventions and designing behavior support plans



# Assumptions, student behavior...

- Is learned
- Is a way the student is getting their needs met
- Is valid for the student
- Happens for a reason; is not random
- Is a form of communication
- Often a result of skill deficits



# Functional Behavioral Assessment (FBA)

- For students with persistent challenging behavior that has not been (or cannot be) sufficiently addressed by Tier 2 support we use FBA to create individualized behavior support plans.
- We gather A-B-C information from:
  - The student and those who know them best
  - Direct observations of behavior in context
- We use FBA data to:
  - Precisely define behavior
  - Define conditions under which behavior does/does not occur
  - Identify functional reinforcers



# FBA in Schools: What the Research Tells Us

- For students who require Tier 3 support, function-based intervention is key to effectively decreasing intense and persistent challenging behavior (Cho & Blair, 2017)
- Function-based behavioral interventions have been shown to improve the effectiveness and efficiency of behavior support for students with and without disabilities who exhibit a wide range of challenging behaviors  
(Blair, 1999; Carr et al., 1999; Borgmeier et al., 2019; Cho & Blair, 2017; Epstein et al., 2008; Ingram et al., 2005; Newcomer & Lewis, 2004; Strickland-Cohen et al., 2016)

# Research-to-Practice Gap

- In typical practice we often employ our most effective tools only when behavior has become severe/dangerous
  - FBA/BSP used as a “last resort” and only for students with IEPs (Borgmeier et al., 2019)
- Students who engage in persistent, lower-intensity behavior are more likely to receive less effective punitive/exclusionary practices (e.g., reprimands, ODRs, suspensions; Mitchell & Bradshaw, 2013)

# Misconceptions About Tier 3 Support

- *FBA/BIP is a resource intensive process that only highly trained and skilled “experts” (e.g., BCBAs, School Psychologists) can use effectively.*
- General education students are not eligible to receive FBA/BIP
- Special Education is a Tier 3 intervention



# Tier 3 Misconception #1

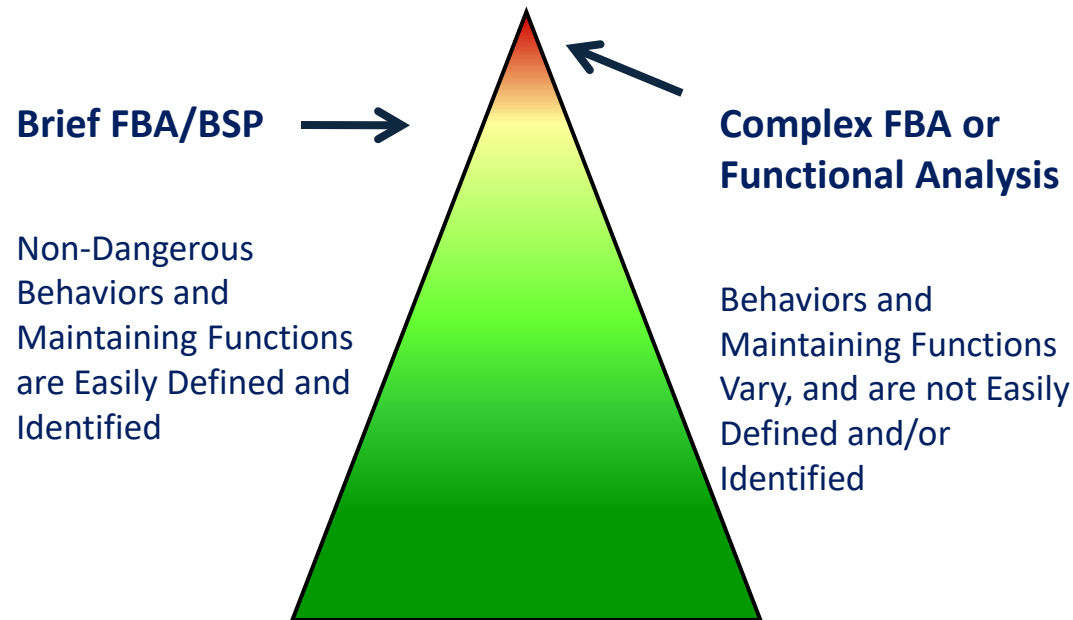
*“FBA/BIP is a resource intensive process that only highly trained and skilled experts (e.g., BCBAs, School Psychologists) can use effectively.”*

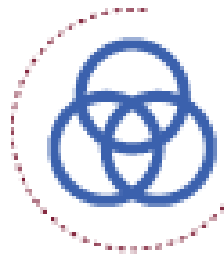
- Research shows that FBA/BIP can be effectively designed and implemented by school-based personnel to address **non-dangerous behaviors**

- (Crone, Hawken, & Bergstrom, 2007; Dukes, Rosenberg, & Brady, 2007; Loman & Horner, 2014; Maag & Larson, 2004; Renshaw et al., 2008; Scott, Nelson, & Zabala, 2003; Strickland-Cohen & Horner, 2015)

# Proactive Function-Based Support at Tier 3

- Many of problem behaviors that Tier 3 teams encounter do not require comprehensive FBA-BSP
- Using streamlined FBA-BSP procedures that “match” the level and intensity of problem behavior





**Table 1. Brief vs. Comprehensive FBA/BSP Support Planning**

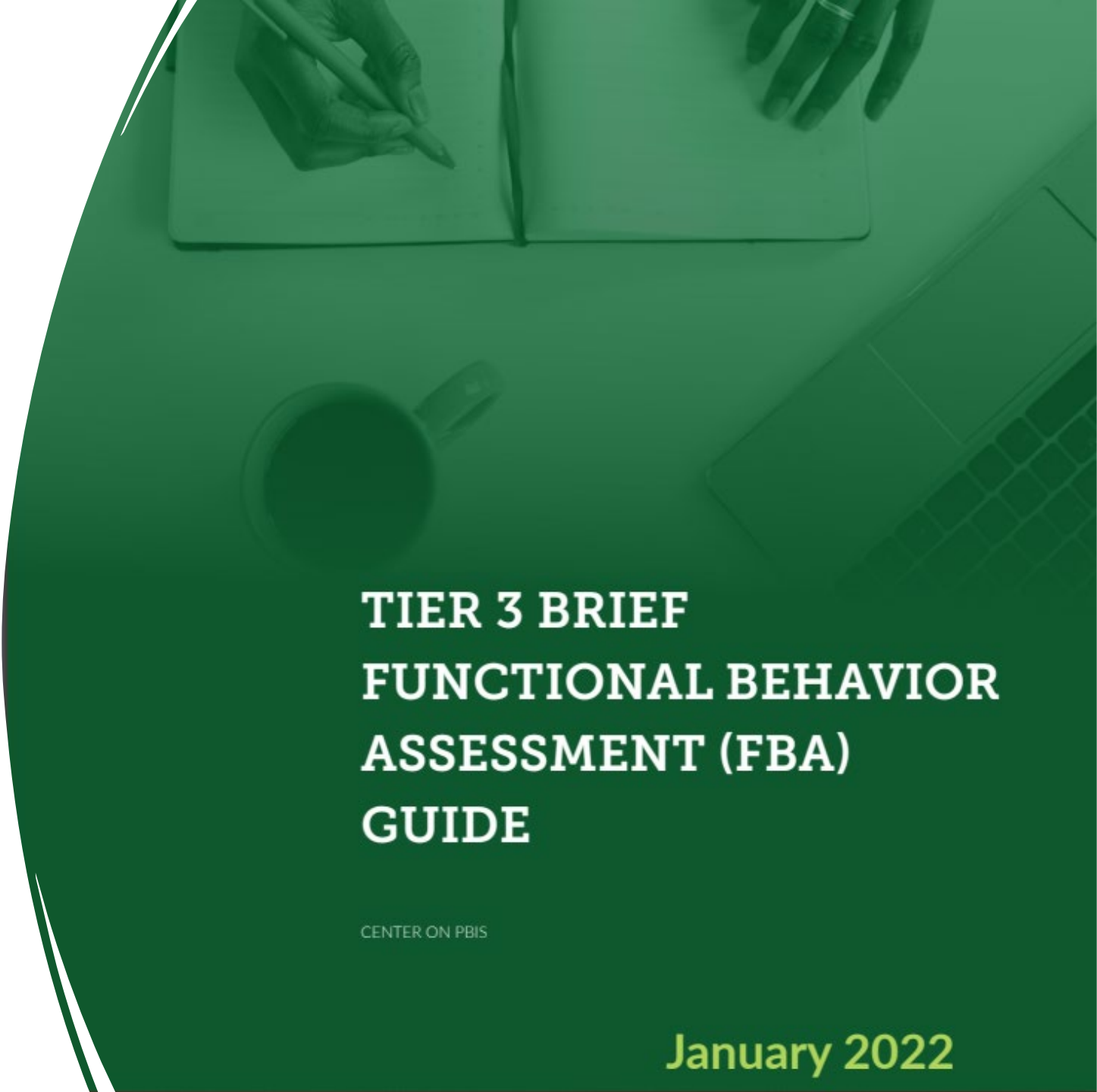
| Aspect    | Brief FBA/BSP                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Comprehensive FBA/BSP                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Behaviors | <ul style="list-style-type: none"><li>• A small number of high frequency behaviors that are NOT dangerous (e.g., talking out, out-of-seat behavior, work refusal), for which universal and/or group-level targeted interventions have not been effective</li><li>• Patterns of behavior that staff are able to easily identify using a simple interview format</li><li>• Behaviors that occur in 1 to 2 school routines (e.g., specific classrooms/activities, lunch, recess)</li></ul> | <ul style="list-style-type: none"><li>• Chronic high-intensity or dangerous behaviors (e.g., hitting, throwing objects, property destruction, self-injurious behaviors)</li><li>• Behaviors that serve multiple functions (e.g., problem behaviors that are multiply controlled by both escape and social attention)</li><li>• Behaviors that occur in 3 or more school routines or across the entire school day</li></ul> |

# Find Out More

- [www.pbis.org](http://www.pbis.org)

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Chris Borgmeier



## **TIER 3 BRIEF FUNCTIONAL BEHAVIOR ASSESSMENT (FBA) GUIDE**

CENTER ON PBIS

**January 2022**

## Basic FBA to BIP

HOME & MODULES ▾

BASIC FBA TO BIP OVERVIEW ▾

PLANNING FOR EFFECTIVE USE ▾

FORMS & RESOURCES ▾

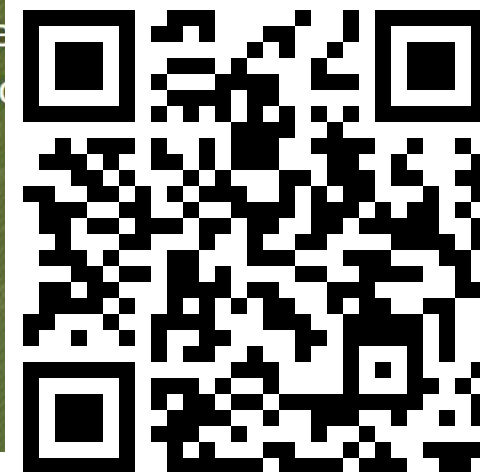
ABOUT US ▾

# Basic FBA to BIP

Welcome! Use the buttons below to take you to the training modules. The Behavior Specialist Training includes all 7 modules and is for those who will be the leading behavior support efforts in the school. The School-wide Training consists of two modules for all staff in the school. The top navigation bar will provide how to most effectively use these training resources and don't miss the blog below.

BEHAVIOR SPECIALIST TRAINING

SCHOOL-WIDE TRAINING



## Tier 3 Misconception #2

*“All school staff need to be trained to conduct FBA and design function-based behavior plans.”*

District Behavior Support  
Specialist

Train and  
coach PBIS at  
Tiers 2 & 3

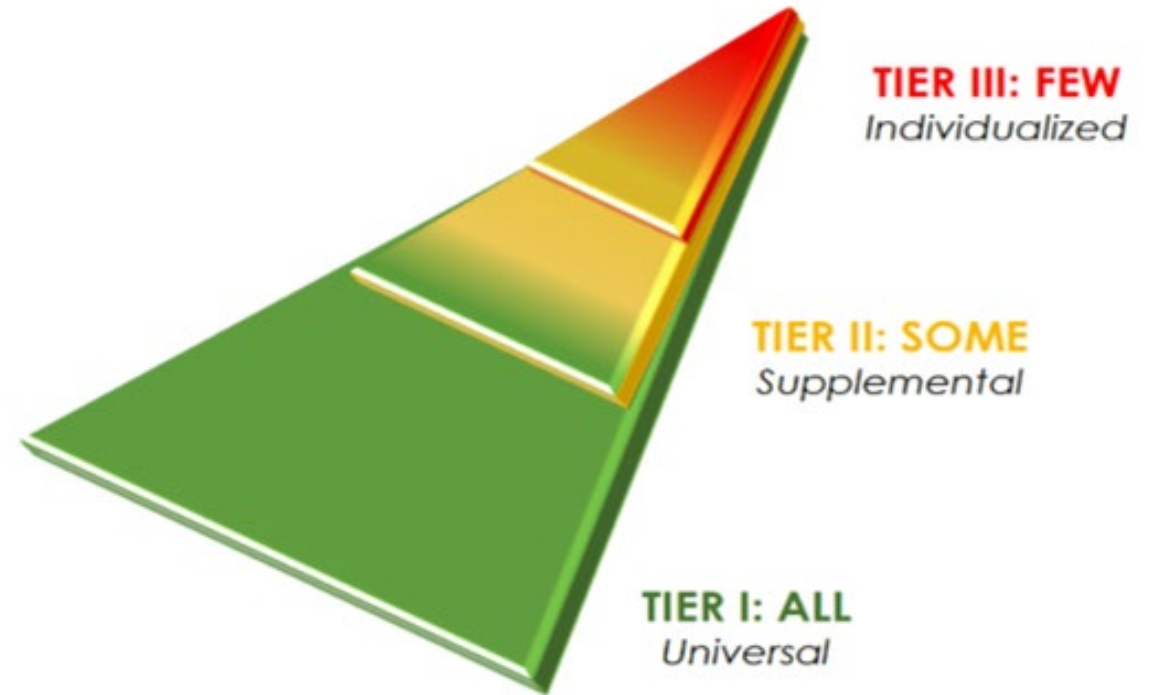
Support  
Teams  
building  
behavior  
support plans  
from  
Assessment  
information

Train 1-3  
people per  
school to  
conduct  
"basic"  
FBA/BSP

School-wide  
training:  
Increase Staff  
Knowledge of  
Behavior &  
Function

# Building a Seamless Continuum of Support

- All staff trained in Function Based thinking
  - Improve implementation fidelity
- Enhance systems to support
  - Inclusion
  - Generalization
  - Fading



## Tier 3 Misconception #3

*“FBA/BIP are part of an IEP.  
General education students are  
not eligible to receive FBA/BIP.”*



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# Systematizing FunctionBased Support in General Education: Five- Year Implementation Outcomes

Jess Olson, M. Ed., BCBA

Data Presented from Olson et al. Manuscript in Preparation



# Why Function-Based Support?



Required by IDEA



Promotes  
Inclusion &  
Dignity



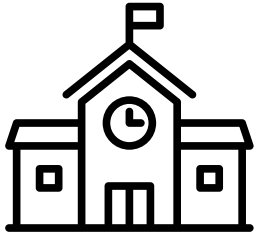
Seen as “just for  
SPED”



Teachers feel  
underprepared

# Barriers to Implementation

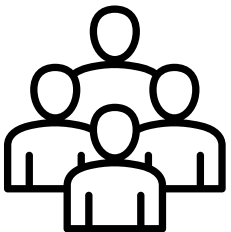
- No coaching or feedback systems
- Limited guidance for real-world application
- Sustainability structures often missing



Large school district serving 60,000+  
K-12 students in 92 schools



3 District BCBAs providing systematic  
tiered supports to school-based teams



283 general education students without  
IEPs referred for behavioral support

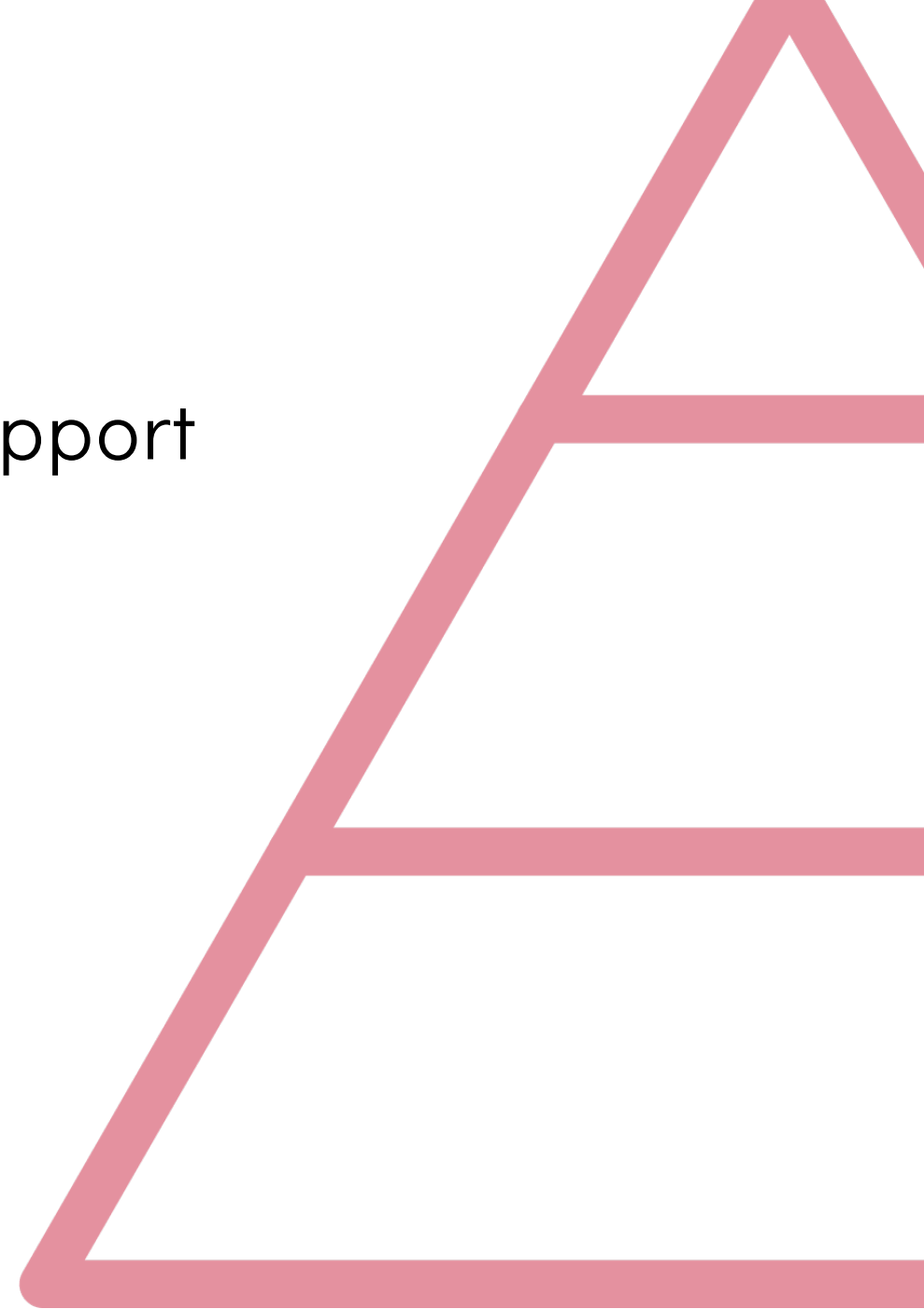
# Guiding Principles

- Least Restrictive Environment
- Evidence-Based Support
- Client Dignity
- Collaborative Practice
- Data-Driven & Individualized

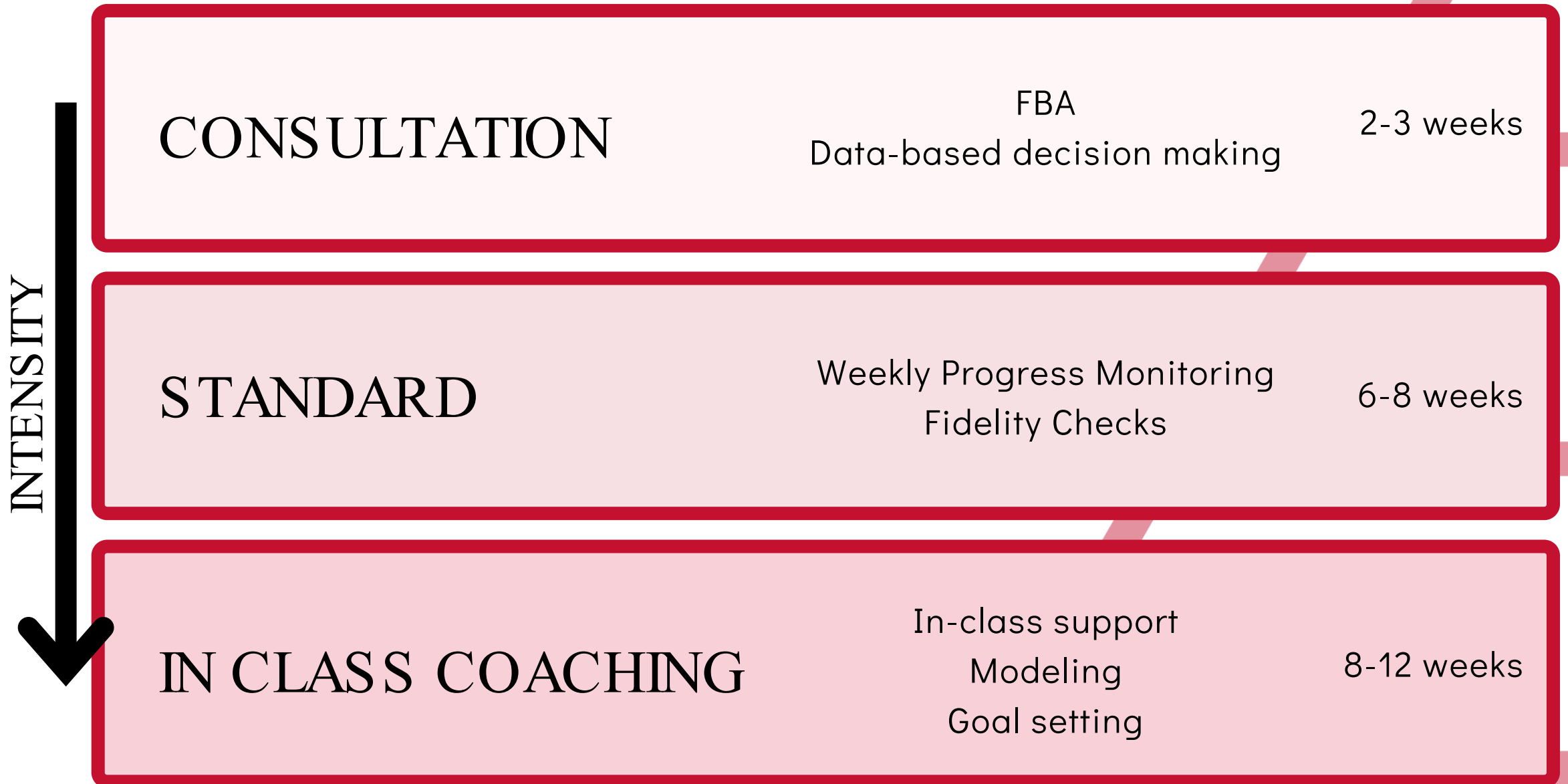


# Coaching Model- Referral

- Schools referred students resistant to school-based support
- Weekly committee review to determine:
  - 1) Acceptance
  - 2) Support level
  - 3) BCBA assignment



# Coaching Model- Levels of Support



# Coaching Model- Behavior Rating Scale

## GREEN

No severe behaviors and moderate frequency of non-severe behaviors

Typically addressed with consultation only

## YELLOW

Severe behaviors at low frequency or high frequency of non-severe behaviors

May required standard support or consultation

## ORANGE

1-2 severe behaviors at moderate frequency

Typically requires standard support

## RED

3 + severe behaviors occurring at high frequency

Typically requires intensive standard support + coaching

# Coaching Model– Behavior Support Plans

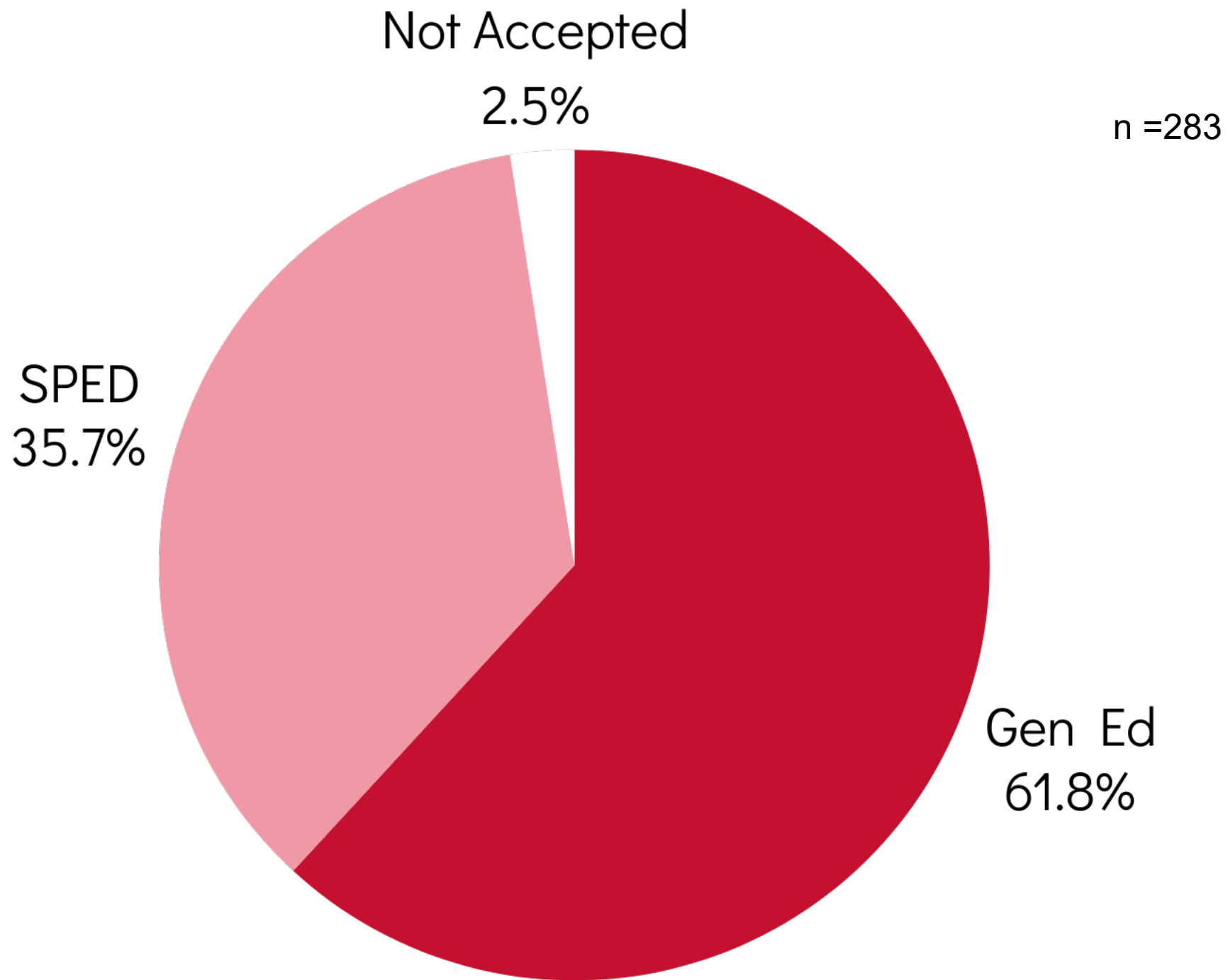
- Prevent-Teach-Reinforce (PTR; Dunap et. al, 2019)
  - FBA conducted
  - Focused on preventative strategies
  - Replacement behaviors identified and taught
  - Reinforcement was function-specific and student-centered reinforcement
  - Error correction – focused on prompting replacement behaviors and restorative conversations
  - Crisis plans as needed



Challenging behavior often leads to special education referrals

Placement decisions shape access, identity, and belonging

Every student who remains in general education reflects effective  
inclusive support



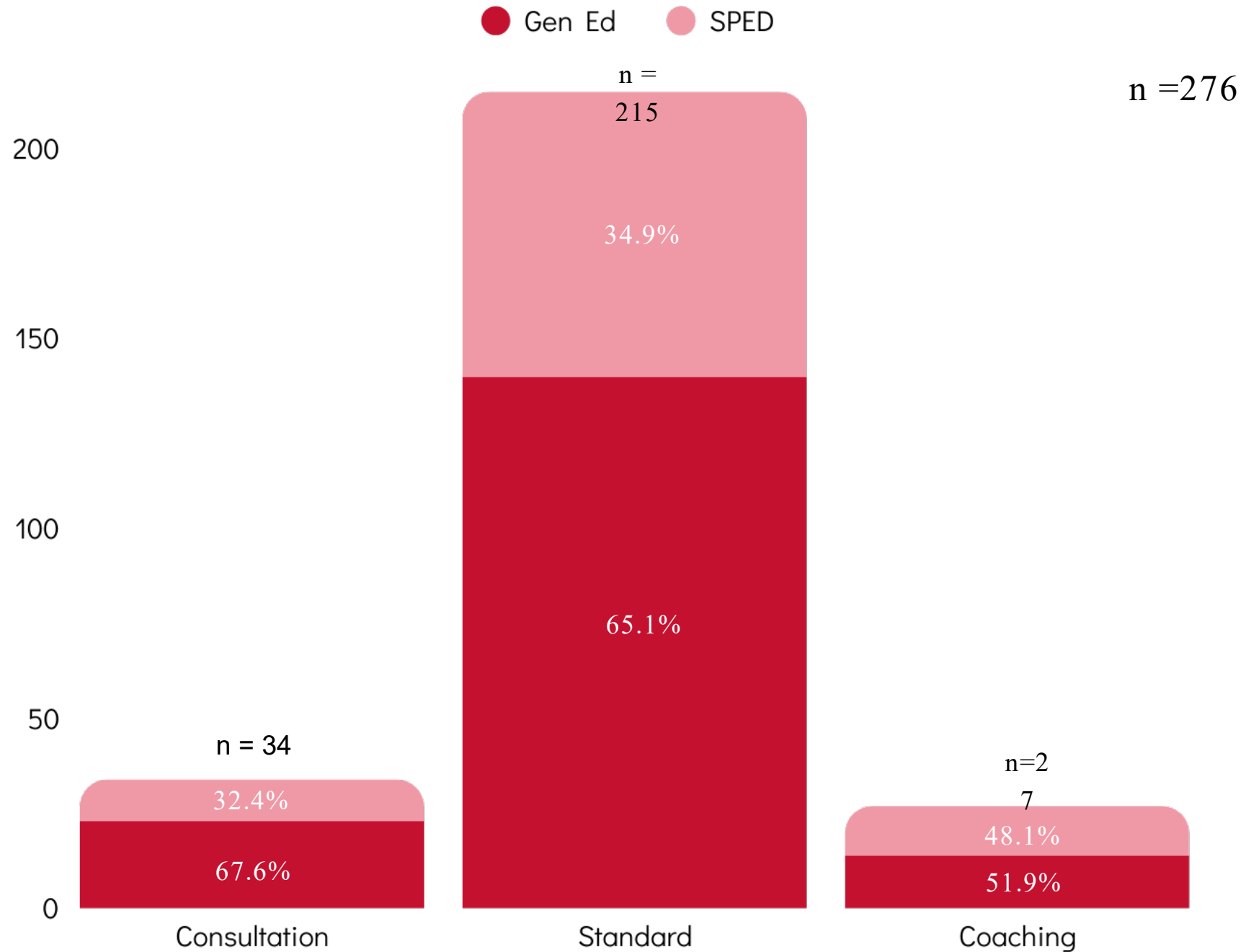
Students  
who  
Remained in  
Gen Ed

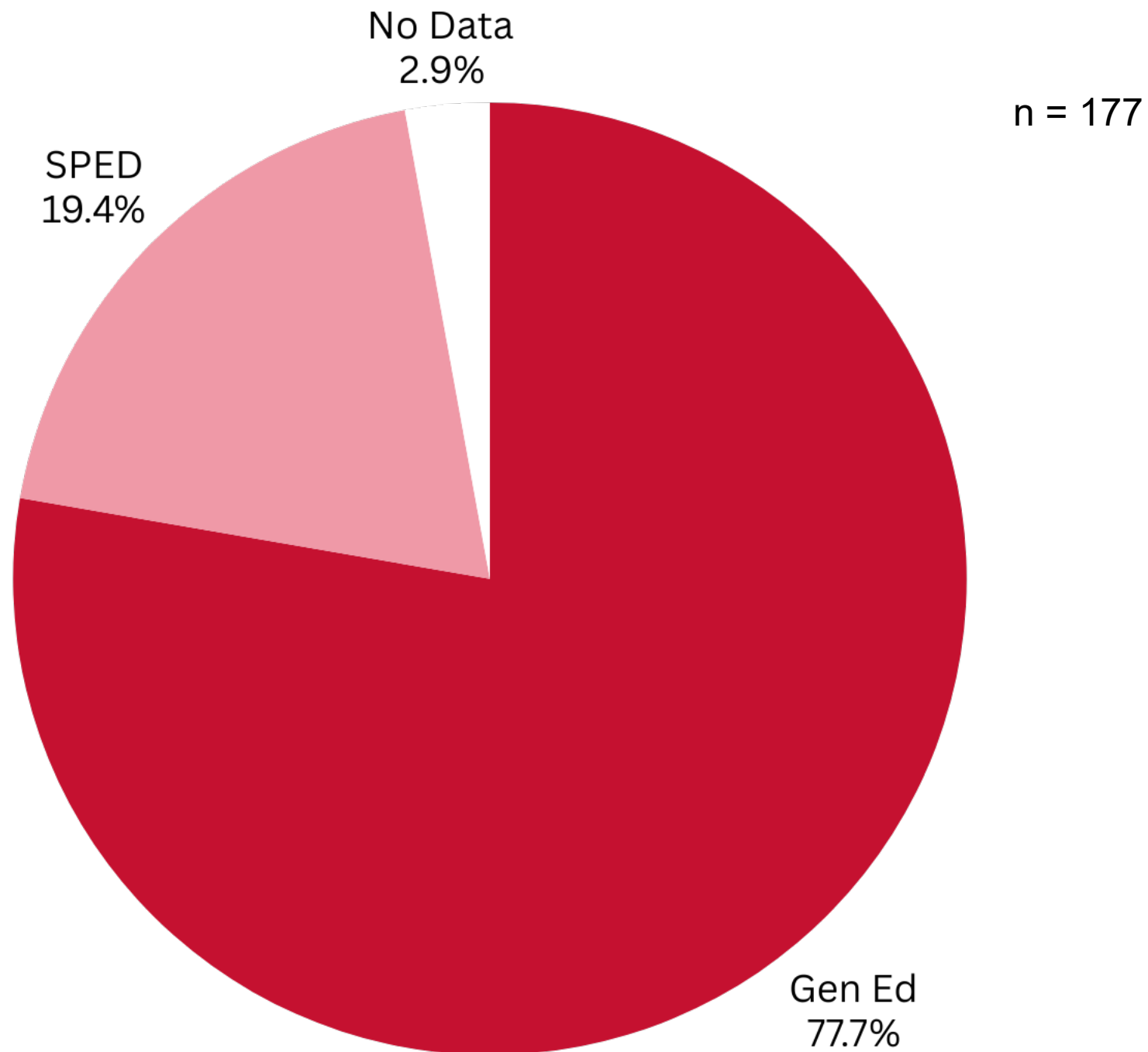
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2019-2024

# Matching Intensity to Student Need

2019-2024





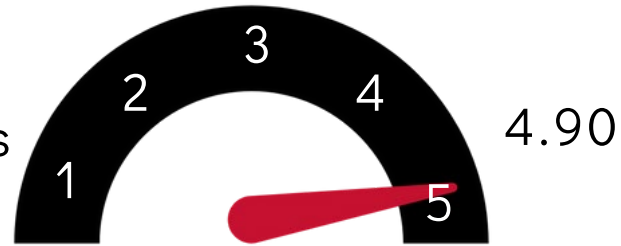
Where  
Students Are  
Now

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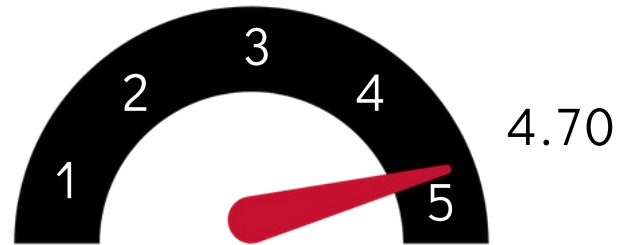
May 2025

# Staff Ratings on Specialist Support (n = 68)

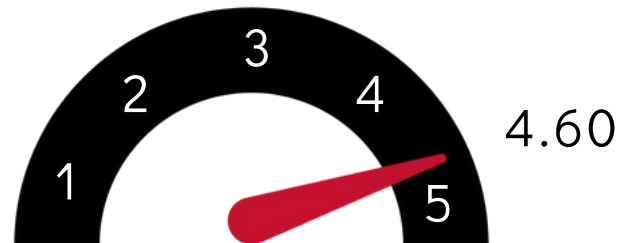
Behavior Specialist Effectiveness



Intervention Implementation



Overall Satisfaction



## Teacher Voices

“I appreciated that the strategies were designed with my classroom in mind—they didn’t require me to change what I was already doing for my whole class.”

## 2022-2023 TARF-R (n = 11)

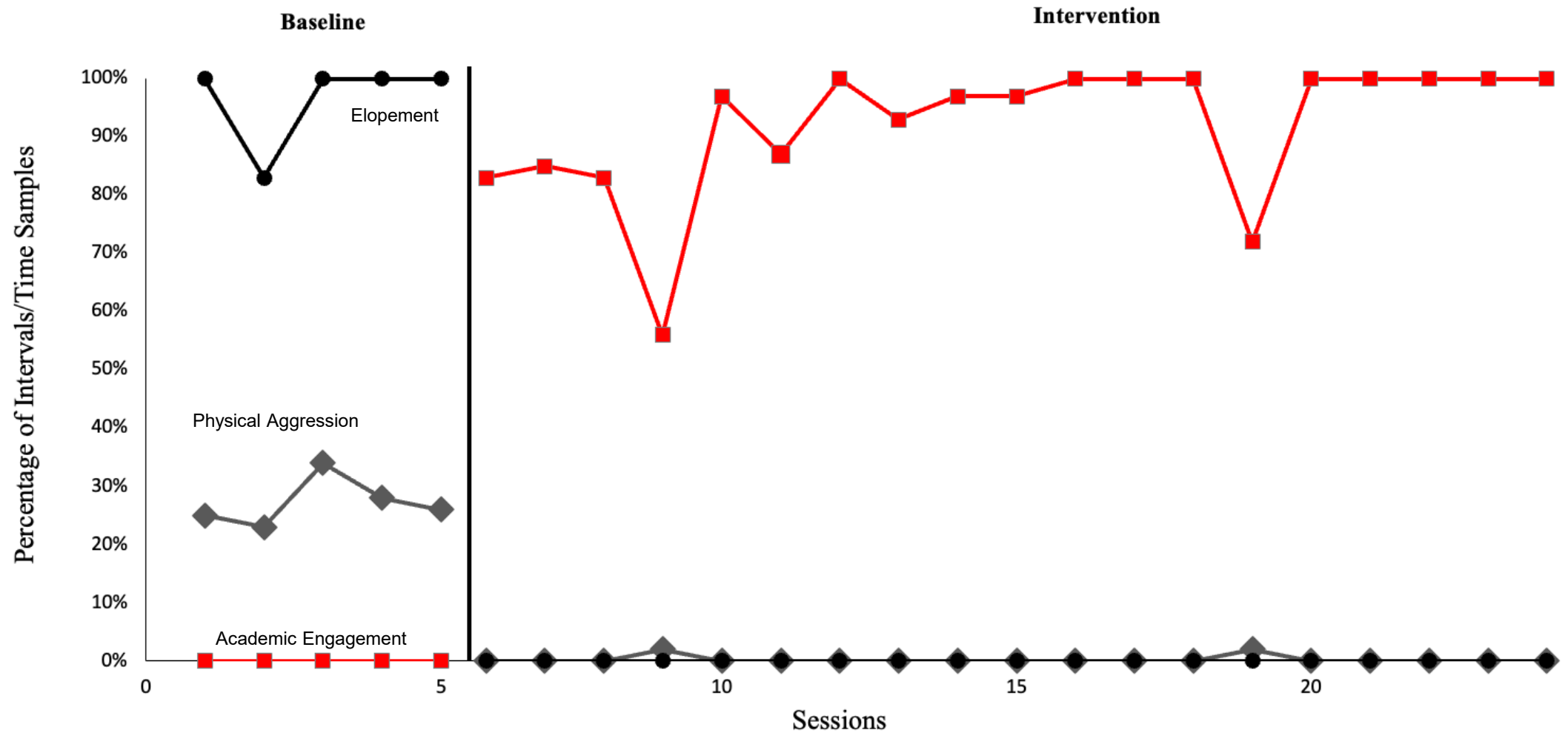
### Top Accepted Items:

- “I would be willing to use this approach again.” – 6.6
- “This approach was easy to implement within my classroom.” – 6.3
- “This approach produced meaningful outcomes.” – 5.3

### Lowest Accepted Items:

- “I did not like using this approach.” – 4.7 (reverse)
- “I liked the procedures used in this approach.” – 4.0
- “This approach was uncomfortable to implement.” – 3.8 (reverse)

# Mira's Story



# Lessons Learned

## What Worked

- Early, function-based support reduced SPED referrals
- Systematic coaching stretched specialist capacity
- Teacher buy-in increased with practical, collaborative strategies
- Consultation-only tier extended reach without sacrificing outcomes



# Lessons Learned

## What We're Still Learning

- Need stronger fidelity tracking across interventions
- Expand social validity
- Which components drive the most impact remains unclear





More  
information on  
the model:



# Thank you!



Contact:  
jess.olson@utah.edu

# Comprehensive Functional Behavior Assessment

Rose Iovannone, Ph.D., BCBA-D

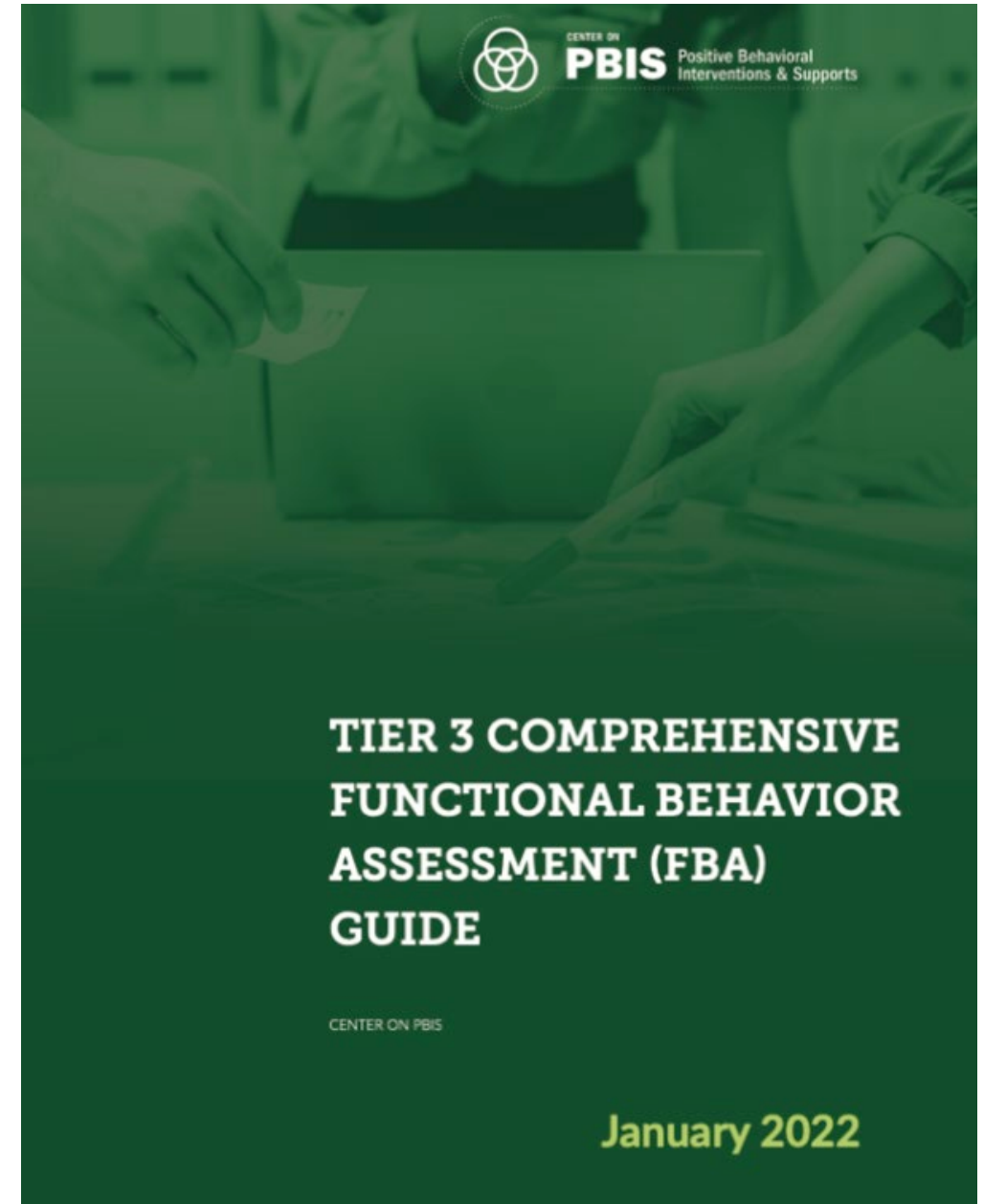
[iovannone@usf.edu](mailto:iovannone@usf.edu)

University of South Florida

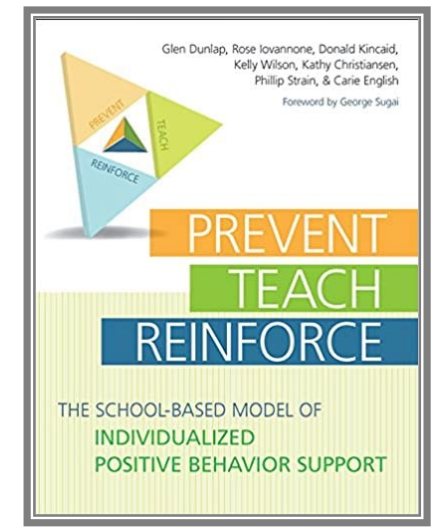


# Resource

- [https://cdn.prod.website-files.com/5d3725188825e071f1670246/61fda7bcc5646e5e20ea845f\\_Tier%203%20Comprehensive%20Functional%20Behavior%20Assessment%20\(FBA\)%20Guide.pdf](https://cdn.prod.website-files.com/5d3725188825e071f1670246/61fda7bcc5646e5e20ea845f_Tier%203%20Comprehensive%20Functional%20Behavior%20Assessment%20(FBA)%20Guide.pdf)



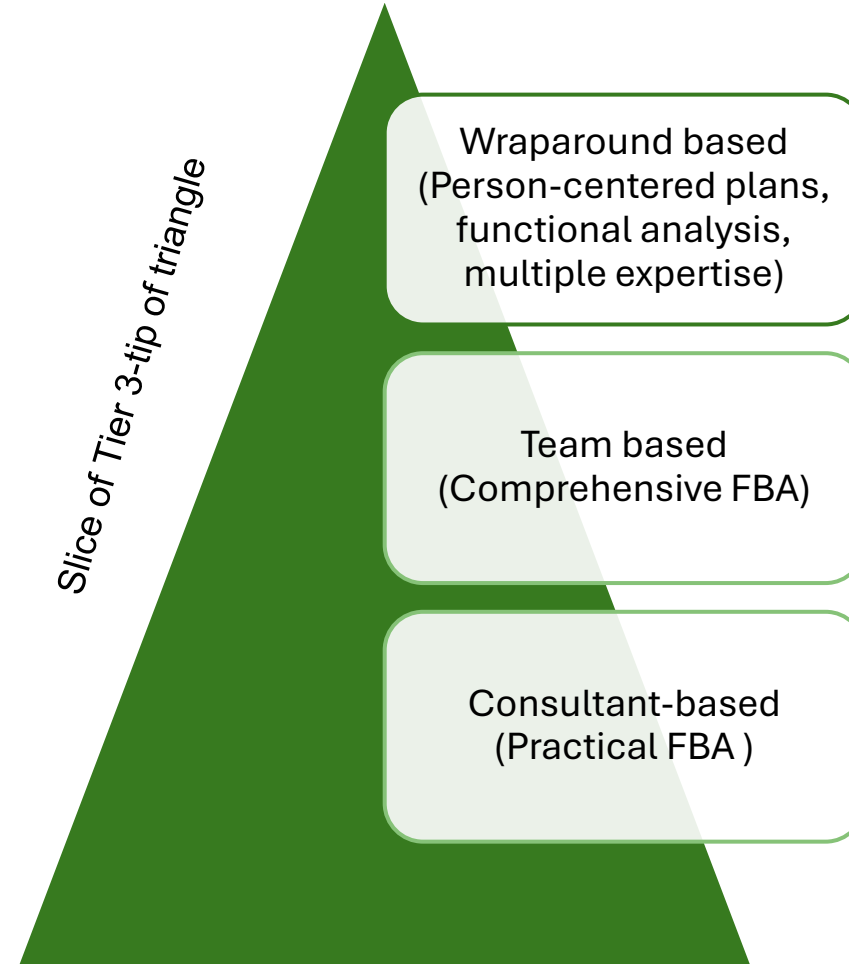
# Tools and Examples



- Based on Prevent-Teach-Reinforce (PTR)
- Manualized FBA/BIP process
- Tested with four randomized controlled trials and 15 single-case designs
- Used as the FBA/BIP process in multiple states and districts across the US and internationally
- Tier 3 individualized support
- Aims
  - Simple tools
  - Tech-free language
  - Collaborative approach with consensual team processes
  - Ongoing coaching support for teacher

# Layers of Functional Behavior Assessment

- Multiple intensity levels
- Continuum of progressively more formal and intensive procedures/practices
- Not a one-size fits all



All levels use functional thinking: (Scott, Alter, Rosenberg, & Borgmeier, 2010)

# Features of FBA Shared Across all Levels

- Team formed (minimum 2 people with at least one having knowledge of student)
- Systematic problem-solving process is foundation
- Interfering behaviors identified and defined
- Antecedents (predictors) of interfering behavior occurrence
- Consequences/responses of others following interfering behavior
- Hypothesis generated by data
- Multi-component intervention plan built and linked with hypothesis
- Progress monitoring plan established
- Fidelity measurement of intervention implementation developed and scheduled
- Follow-up meeting to make data-based decisions

| Component           | Basic/Efficient (e.g., ERASE)                                                                                                                  | Comprehensive                                                                                                                                                      | Wrap-Around/Expertise                                                                                                                                                                |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Behaviors           | <ul style="list-style-type: none"> <li>Mild, discrete behaviors</li> </ul>                                                                     | <ul style="list-style-type: none"> <li>Intense challenging behaviors; occur often, multiple contexts, multiple functions</li> </ul>                                | <ul style="list-style-type: none"> <li>Behaviors impacted by external events</li> <li>Mental health needs</li> <li>Behaviors for which function is difficult to determine</li> </ul> |
| Teaming             | <ul style="list-style-type: none"> <li>Smaller team</li> </ul>                                                                                 | <ul style="list-style-type: none"> <li>Larger team</li> <li>Team roles defined</li> <li>Consensual process</li> </ul>                                              | <ul style="list-style-type: none"> <li>Team expands to include people from all areas of life (outside agencies)</li> </ul>                                                           |
| FBA                 | <ul style="list-style-type: none"> <li>Primarily indirect</li> </ul>                                                                           | <ul style="list-style-type: none"> <li>Direct and indirect</li> </ul>                                                                                              | <ul style="list-style-type: none"> <li>Person-centered planning</li> <li>Strength-needs assessment</li> <li>Additional assessments (physical and mental health)</li> </ul>           |
| BIP                 | <ul style="list-style-type: none"> <li>Focus on teaching/reinforcement strategies</li> </ul>                                                   | <ul style="list-style-type: none"> <li>Multiple component plan</li> </ul>                                                                                          | <ul style="list-style-type: none"> <li>Full range of intervention options</li> <li>Action plan addressing goals from PCP</li> </ul>                                                  |
| Progress Monitoring | <ul style="list-style-type: none"> <li>Student outcomes</li> <li>Fidelity outcomes</li> <li>Follow-up timelines</li> <li>Data-based</li> </ul> | <ul style="list-style-type: none"> <li>Fidelity, student outcomes, social validity, alliance</li> <li>Follow-up timelines</li> <li>Data-based decisions</li> </ul> | <ul style="list-style-type: none"> <li>Outcome measures broader than student behavior changes (quality of life)</li> <li>Multiple agency</li> </ul>                                  |

# Essential Steps for Comprehensive FBA/BIP Approaches

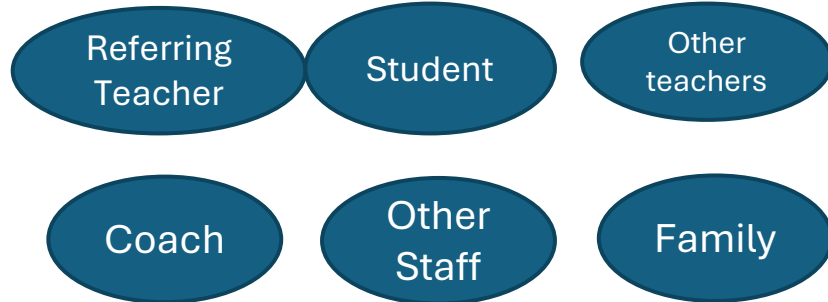
- Teaming
- Step 1: Identifying, prioritizing, defining target behaviors to increase/decrease
  - Developing daily progress monitoring data collection method
- Step 2: Collecting FBA information from multiple informants and developing hypothesis
- Step 3: Developing hypothesis linked behavior intervention plan
  - Active coaching to train teacher to implement the plan and provide support for implementation of BIP
- Step 4: Data-based decision-making

# Teaming

- Team structure
  - Extended
  - Core
  - Agenda
- Team Membership
  - Three levels of knowledge represented – Knowledge of:
    - Student
    - Behavioral principles underlying FBA and BIP
    - School/District policies, context, procedures, resources
  - Student involvement
- Team Consensus
  - Processes to reach consensus
    - Polling
    - Voting
    - Round Robin/Brainstorming

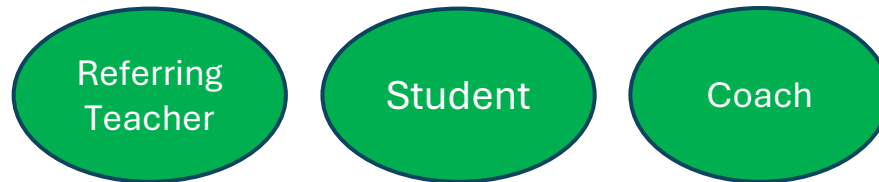
# Comprehensive FBA Teaming

## Extended Team



- Meets less frequently
- Provide input and support to teacher implementing intervention
- Make broader data-based decisions (tiered support needs, expanding/generalizing plan)

## Core Team



- Meets frequently with coach
- Is the focus of the what, where, how
- Is the recipient of direct active coaching
- Makes immediate data-based decisions about plan

**FBA/BIP Team Meeting Agenda-Meeting 1**

|                         |                      |                   |                          |                    |                          |
|-------------------------|----------------------|-------------------|--------------------------|--------------------|--------------------------|
| <b>Today's Meeting:</b> | <b>Date:</b> 3/3/20  | <b>Time:</b> 2:00 | <b>Location:</b> Library | <b>Coach:</b> Joan | <b>Minute Taker:</b> Tom |
| <b>Next Meeting:</b>    | <b>Date:</b> 3/10/20 | <b>Time:</b> 2:00 | <b>Location:</b> TBD     | <b>Coach:</b> Joan | <b>Minute Taker:</b> Cho |

| <b>Today's Agenda Items</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Next Meeting Agenda Items</b>                                                                                                                                                                                                        | <b>Potential Problems Raised</b> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
| <ol style="list-style-type: none"> <li><i>Come to consensus on team member representation (5 min.)</i></li> <li><i>Come to consensus on student's behaviors to be decreased and increased (15 min.)</i></li> <li><i>Define behaviors (10 min.)</i></li> <li><i>Prioritize behaviors for FBA (5 min.)</i></li> <li><i>Set up progress monitoring tool (15 min.)</i></li> <li><i>Schedule date for meeting 2 (2 min.)</i></li> <li><i>Assign/review tasks (FBA interviews, observations, data) (5 min.)</i></li> </ol> | <ol style="list-style-type: none"> <li><i>Review data from progress monitoring tool</i></li> <li><i>Review FBA information</i></li> <li><i>Come to consensus on hypothesis</i></li> <li><i>Begin to select interventions</i></li> </ol> |                                  |

**Minutes**

| <b>Action Items</b>                                                                                                                                                                         | <b>Discussion</b>                                                         | <b>Decision/Task (Who, When)</b> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|----------------------------------|
| <ol style="list-style-type: none"> <li><i>Team member representation</i></li> <li><i>Identify, define, prioritize, behaviors</i></li> <li><i>Set up progress monitoring tool</i></li> </ol> | <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul> |                                  |
| <ol style="list-style-type: none"> <li><i>Schedule next meeting</i></li> <li><i>Assign tasks</i></li> </ol>                                                                                 | <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>            |                                  |

# Step 1. Identifying , Defining, and Prioritizing Behaviors

- Purpose:
  - Identify behaviors of greatest concern to the team and possible replacement behaviors (teach)
  - Prioritize and operationalize behaviors targeted for intervention
  - Develop teacher friendly baseline data collection system

| BEHAVIORS TO DECREASE                                                    |                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Target Behavior:</u>                                                  | <u>Definition (clear and observable)</u>                                                                                                                                                                                                                |
| <i>Tantrums</i>                                                          | <i>Shouts out negative comments (e.g., “No”, “this is stupid”), then kicks objects (her desk; nearby chairs of peers), throws objects off desk outward toward others, screams “I won’t do this. You can’t make me” while standing up</i>                |
| <i>Elopement</i>                                                         | <i>Gets up from area and runs toward door or exit, stops and looks back over her shoulder to see if any individual is following; can escalate to stepping outside of door or exit</i>                                                                   |
| <i>Cursing</i>                                                           | <i>Verbally states curse words toward others using a loud volume (can be heard throughout classroom)</i>                                                                                                                                                |
| BEHAVIORS TO INCREASE                                                    |                                                                                                                                                                                                                                                         |
| <u>Target Behavior:</u>                                                  | <u>Definition (clear and observable)</u>                                                                                                                                                                                                                |
| <i>Raising hand</i>                                                      | <i>Putting hand straight up and quietly waiting for an adult to respond prior to stating her need</i>                                                                                                                                                   |
| <i>Using an inside voice</i>                                             | <i>Stating her needs by using an inside voice volume.</i>                                                                                                                                                                                               |
| <i>Academic engagement</i>                                               | <i>Interacting with materials in a way that gets the task completed and/or head/eyes oriented toward speaker, raising his hand to ask for help, answer a question, or volunteer a response to teacher-led questions, allowing his neighbors to work</i> |
| <i>Appropriately communicating his need for a break or for attention</i> | <i>Asking for a break from a task and/or attention in the form of adult or peer assistance</i>                                                                                                                                                          |

# Step 1: Progress Monitoring System

- Consider efficient methods that are feasible for teacher use
- Individualized Behavior Rating Scale Tool – IBRST
  - Direct Behavior Rating (DBR)—Hybrid assessment combining features of systematic direct observations and rating scales
  - Reliable and Valid
    - Inter-rater agreement Kappa coefficients - .65-.82 (Iovannone et al., 2014)
    - Validity Cohen's Kappa-.70 (Barnes et al., 2020)

Figure 2. Example Individualized Behavior Rating Scale Tool (IBRST)

Student: Royal

School: Main

Teacher(s): Mrs. Reading

| Behavior                | Rating  | Dates |   |   |   |   |   |   |   |
|-------------------------|---------|-------|---|---|---|---|---|---|---|
|                         |         |       |   |   |   |   |   |   |   |
| Tantrums-<br>Reading    | <9 min  | 5     | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
|                         | 6-9 min | 4     | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
|                         | 3-5 min | 3     | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
|                         | 1-2 min | 2     | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
|                         | 0-1 min | 1     | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Engagement<br>Reading   | 80-100% | 5     | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
|                         | 60-79%  | 4     | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
|                         | 40-59%  | 3     | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
|                         | 20-39%  | 2     | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
|                         | 0-19%   | 1     | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Communicate-<br>Reading | >60%    | 5     | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
|                         | 45-60%  | 4     | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
|                         | 30-44%  | 3     | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
|                         | 15-29%  | 2     | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
|                         | 0-14%   | 1     | 1 | 1 | 1 | 1 | 1 | 1 | 1 |

#### KEY

**Problem Behavior:** Tantrum

**Definition:** Shouts out negative comments (e.g., "no", "this is stupid"), then kicks objects (his desk, nearby chairs of peers), throws objects off her desk outward toward others, screams "I won't do this. You can't make me" while standing up.

**Time/Routine:** ☐ All day ☒ Specific Time/Routine: Independent work in reading.

*Rate your perception of how long Royal's tantrums lasted overall during the independent work routine.*

- |                           |          |
|---------------------------|----------|
| 5 = Exceptionally bad day | >9 min.  |
| 4 = Typical bad day       | 6-9 min. |
| 3 = So-so day             | 3-5 min. |
| 2 = Good day              | 1-2 min. |
| 1 = Fantastic day         | 0-1 min. |

**Replacement/Alternate Desired Behavior:** Academic Engagement.

**Definition:** Interacting with materials in a way that gets the task completed and/or head/eyes oriented toward speaker, raising hand to ask for help, answer a question, volunteer a response; allowing his neighbors to work

**Time/Routine:** ☐ All day ☒ Specific Time/Routine: Independent work in reading.

*Rate your perceptions about the percentage of time Royal spent performing engaged behaviors during the routine.*

- |                           |         |
|---------------------------|---------|
| 5 = Fantastic day         | 80-100% |
| 4 = Good day              | 60-79%  |
| 3 = So-so day             | 40-59%  |
| 2 = Typical bad day       | 20-39%  |
| 1 = Exceptionally bad day | 0-19%   |

**Replacement/Alternate Desired Behavior:** Appropriately communicating his need for a break or for attention

**Definition:** Asking for a break from a task and/or attention in the form of adult or peer assistance.

**Time/Routine:** ☐ All day ☒ Specific Time/Routine: Independent work in reading.

*Rate your perception of the percentage of opportunities Royal communicated her need for a break or attention.*

- |                           |        |
|---------------------------|--------|
| 5 = Fantastic day         | >60%   |
| 4 = Good day              | 45-60% |
| 3 = So-so day             | 30-44% |
| 2 = Typical bad day       | 15-29% |
| 1 = Exceptionally bad day | 0-14%  |

# Step 2. FBA and Hypothesis Development

- Comprehensive approach
  - Several sources of data
    - Multiple informants
    - Direct (observations) and indirect (interviews, checklists)
- The hypothesis should use all the data
- Hypothesis requires consensus from the team
  - Synthesize information
  - Draft hypothesis
  - Seek clarification and details
  - Refine hypothesis

# PTR FBA Interview/Checklist-Elem.

Student \_\_\_\_\_ Responder \_\_\_\_\_ Behavior \_\_\_\_\_

## PTR Functional Behavior Assessment: Prevent Component

|                                                                                                                                                          |                                                |                                                   |                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|---------------------------------------------------|------------------------------------------------------|
| 1a. Are there <i>times of the school day</i> when problem behavior is <i>most likely</i> to occur? If yes, what are they?                                |                                                |                                                   |                                                      |
| <input type="checkbox"/> Morning                                                                                                                         | <input type="checkbox"/> Before meals          | <input type="checkbox"/> During meals             | <input type="checkbox"/> After meals                 |
| <input type="checkbox"/> Afternoon                                                                                                                       |                                                |                                                   | <input type="checkbox"/> Arrival                     |
|                                                                                                                                                          |                                                |                                                   | <input type="checkbox"/> Dismissal                   |
| Other: _____                                                                                                                                             |                                                |                                                   |                                                      |
| 1b. Are there <i>times of the school day</i> when problem behavior is <i>very unlikely</i> to occur? If yes, what are they?                              |                                                |                                                   |                                                      |
| <input type="checkbox"/> Morning                                                                                                                         | <input type="checkbox"/> Before meals          | <input type="checkbox"/> During meals             | <input type="checkbox"/> After meals                 |
| <input type="checkbox"/> Afternoon                                                                                                                       |                                                |                                                   | <input type="checkbox"/> Arrival                     |
|                                                                                                                                                          |                                                |                                                   | <input type="checkbox"/> Dismissal                   |
| Other: _____                                                                                                                                             |                                                |                                                   |                                                      |
| 2a. Are there <i>specific activities/routines</i> when problem behavior is <i>very likely</i> to occur? If yes, what are they?                           |                                                |                                                   |                                                      |
| <input type="checkbox"/> Reading/LA                                                                                                                      | <input type="checkbox"/> Writing               | <input type="checkbox"/> Math                     | <input type="checkbox"/> Science                     |
| <input type="checkbox"/> Independent work                                                                                                                | <input type="checkbox"/> Small group work      | <input type="checkbox"/> Large group work         | <input type="checkbox"/> Riding the bus              |
| <input type="checkbox"/> One-on-one                                                                                                                      | <input type="checkbox"/> Computer              | <input type="checkbox"/> Recess                   | <input type="checkbox"/> Lunch                       |
| <input type="checkbox"/> Free time                                                                                                                       | <input type="checkbox"/> Tablet                | <input type="checkbox"/> Centers                  | <input type="checkbox"/> Discussions/Q&A             |
| <input type="checkbox"/> Worksheets, seatwork                                                                                                            | <input type="checkbox"/> Peer/cooperative work | <input type="checkbox"/> Specials (specify) _____ | <input type="checkbox"/> Transitions (specify) _____ |
| Other: _____                                                                                                                                             |                                                |                                                   |                                                      |
| 2b. Are there <i>specific activities/routines</i> in which problem behavior is <i>very unlikely</i> to occur? What are they?                             |                                                |                                                   |                                                      |
| <input type="checkbox"/> Reading/LA                                                                                                                      | <input type="checkbox"/> Writing               | <input type="checkbox"/> Math                     | <input type="checkbox"/> Science                     |
| <input type="checkbox"/> Independent work                                                                                                                | <input type="checkbox"/> Small group work      | <input type="checkbox"/> Large group work         | <input type="checkbox"/> Riding the bus              |
| <input type="checkbox"/> One-on-one                                                                                                                      | <input type="checkbox"/> Computer              | <input type="checkbox"/> Recess                   | <input type="checkbox"/> Lunch                       |
| <input type="checkbox"/> Free time                                                                                                                       | <input type="checkbox"/> Tablet                | <input type="checkbox"/> Centers                  | <input type="checkbox"/> Discussions/Q&A             |
| <input type="checkbox"/> Worksheets, seatwork                                                                                                            | <input type="checkbox"/> Peer/cooperative work | <input type="checkbox"/> Specials (specify) _____ | <input type="checkbox"/> Transitions (specify) _____ |
| Other: _____                                                                                                                                             |                                                |                                                   |                                                      |
| 3a. Are there <i>specific classmates or adults</i> whose proximity is associated with a <i>high likelihood</i> of problem behavior? If so, who are they? |                                                |                                                   |                                                      |
| <input type="checkbox"/> Peers                                                                                                                           | Specify: _____                                 | <input type="checkbox"/> Bus driver               |                                                      |
| <input type="checkbox"/> Teacher(s)                                                                                                                      | Specify: _____                                 | <input type="checkbox"/> Parent                   |                                                      |
| <input type="checkbox"/> Paraprofessional(s)                                                                                                             | Specify: _____                                 | <input type="checkbox"/> Other family member      |                                                      |
| <input type="checkbox"/> Other school staff                                                                                                              | Specify: _____                                 | (Specify) _____                                   |                                                      |
| Other: _____                                                                                                                                             |                                                |                                                   |                                                      |

# PTR FBA/BIP Interview/Checklist-Secondary

## Step 2: PTR Functional Behavior Assessment/Secondary Multiple Teachers-Prevent Component

1a. Are there *times of the period/class* when (problem behavior) is *most likely* to occur? If yes, what are they?

☐ Upon entry into the class      ☐ Last half of the class  
☐ Beginning of the class      ☐ End of class/Dismissal  
☐ Midpoint of the class

Other: \_\_\_\_\_

1b. Are there *times of the period/class* when (problem behavior) is *least likely* to occur? If yes, what are they?

☐ Upon entry into the class      ☐ Last half of the class  
☐ Beginning of the class      ☐ End of class/Dismissal  
☐ Midpoint of the class

Other: \_\_\_\_\_

2a. Are there *specific activities* within the class/subject when (problem behavior) is *very likely* to occur? If yes, what are they?

|                                                  |                                               |                                                     |
|--------------------------------------------------|-----------------------------------------------|-----------------------------------------------------|
| <input type="checkbox"/> <u>Large</u> group      | <input type="checkbox"/> <u>Writing</u> tasks | <input type="checkbox"/> <u>Hands-on</u> tasks      |
| <input type="checkbox"/> Work                    | <input type="checkbox"/> <u>Small</u> group   | <input type="checkbox"/> <u>Discussions/Q&amp;A</u> |
| <input type="checkbox"/> <u>Independent</u> work | <input type="checkbox"/> work                 | <input type="checkbox"/> <u>Other</u> (specify)     |
| <input type="checkbox"/> <u>One-on-one</u>       | <input type="checkbox"/> <u>Computer</u>      | <input type="checkbox"/> <u>Peer</u> or             |
| <input type="checkbox"/> <u>Free</u> time        | <input type="checkbox"/> <u>During</u>        | cooperative                                         |
|                                                  | announcements                                 | work                                                |

Other: \_\_\_\_\_

2b. Are there *specific activities or subjects* when (problem behavior) is *very unlikely* to occur? What are they?

|                                                  |                                               |                                                     |
|--------------------------------------------------|-----------------------------------------------|-----------------------------------------------------|
| <input type="checkbox"/> <u>Large</u> group      | <input type="checkbox"/> <u>Writing</u> tasks | <input type="checkbox"/> <u>Hands-on</u> tasks      |
| <input type="checkbox"/> Work                    | <input type="checkbox"/> <u>Small</u> group   | <input type="checkbox"/> <u>Discussions/Q&amp;A</u> |
| <input type="checkbox"/> <u>Independent</u> work | <input type="checkbox"/> work                 | <input type="checkbox"/> <u>Other</u> (specify)     |
| <input type="checkbox"/> <u>One-on-one</u>       | <input type="checkbox"/> <u>Computer</u>      | <input type="checkbox"/> <u>Peer</u> or             |
| <input type="checkbox"/> <u>Free</u> time        | <input type="checkbox"/> <u>During</u>        | cooperative                                         |
|                                                  | announcements                                 | work                                                |

Other: \_\_\_\_\_

# PTR FBA/BIP Interview-Student

## Step 2: PTR FBA/Student Version-Multiple Teachers-Prevent Component

1a. Are there *times of the (period/class/subject)* when you are *most likely* to do (problem behavior)? If yes, what are they?

☐ Upon entry into the class      ☐ Last half of the class  
☐ Beginning of the class      ☐ End of class/Dismissal  
☐ Midpoint of the class

Other: \_\_\_\_\_

1b. Are there *times of the (period/class/subject)* when you are *least likely* to do (problem behavior)? If yes, what are they?

☐ Upon entry into the class      ☐ Last half of the class  
☐ Beginning of the class      ☐ End of class/Dismissal  
☐ Midpoint of the class

Other: \_\_\_\_\_

2a. Are there *specific activities* within the class/subject when you are *most likely* to do (problem behavior)? If yes, what are they?

|                                                  |                                               |                                                     |
|--------------------------------------------------|-----------------------------------------------|-----------------------------------------------------|
| <input type="checkbox"/> <u>Large</u> group      | <input type="checkbox"/> <u>Writing</u> tasks | <input type="checkbox"/> <u>Hands-on</u> tasks      |
| <input type="checkbox"/> Work                    | <input type="checkbox"/> <u>Small</u> group   | <input type="checkbox"/> <u>Discussions/Q&amp;A</u> |
| <input type="checkbox"/> <u>Independent</u> work | <input type="checkbox"/> work                 | <input type="checkbox"/> <u>Other</u> (specify)     |
| <input type="checkbox"/> <u>One-on-one</u>       | <input type="checkbox"/> <u>Computer</u>      | <input type="checkbox"/> <u>Peer</u> or             |
| <input type="checkbox"/> <u>Free</u> time        | <input type="checkbox"/> <u>During</u>        | cooperative                                         |
|                                                  | announcements                                 | work                                                |

Other: \_\_\_\_\_

2b. Are there *specific activities* within the class/subject when you are *least likely* to do ((problem behavior))? What are they?

|                                                  |                                               |                                                     |
|--------------------------------------------------|-----------------------------------------------|-----------------------------------------------------|
| <input type="checkbox"/> <u>Large</u> group      | <input type="checkbox"/> <u>Writing</u> tasks | <input type="checkbox"/> <u>Hands-on</u> tasks      |
| <input type="checkbox"/> Work                    | <input type="checkbox"/> <u>Small</u> group   | <input type="checkbox"/> <u>Discussions/Q&amp;A</u> |
| <input type="checkbox"/> <u>Independent</u> work | <input type="checkbox"/> work                 | <input type="checkbox"/> <u>Other</u> (specify)     |
| <input type="checkbox"/> <u>One-on-one</u>       | <input type="checkbox"/> <u>Computer</u>      | <input type="checkbox"/> <u>Peer</u> or             |
| <input type="checkbox"/> <u>Free</u> time        | <input type="checkbox"/> <u>During</u>        | cooperative                                         |
|                                                  | announcements                                 | work                                                |

Other: \_\_\_\_\_

**FBA Assessment Organization Table**  
(sources; Interview with primary teacher and student, checklists with science teacher;  
direct observations)

| Behavior                                     | Antecedent/Prevent                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Function/Teach                                                                                                                                       | Responses/Reinforce                                                                                                                                                                                                                                                                                   |
|----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Tantrum</i>                               | <u>Activities/Specific Events</u> <ul style="list-style-type: none"> <li>• Reading, Math <ul style="list-style-type: none"> <li>◦ Independent activities at desk requiring writing and are lengthy</li> </ul> </li> <li>• Transitions from preferred activities (recess, art, music) to non-preferred (independent reading and math)</li> <li>• Told “no”</li> </ul> <u>Setting Event</u> <ul style="list-style-type: none"> <li>• Ear infection</li> </ul> <p>Note-the student does have skills to do the academic tasks</p> | <ul style="list-style-type: none"> <li>• Delay/avoid non-preferred activities</li> <li>• Delay transition from preferred to non-preferred</li> </ul> | <ul style="list-style-type: none"> <li>• Verbal redirects (several)</li> <li>• Verbal reprimands (several)</li> <li>• Given assistance</li> <li>• Sent to time-out or *the behavior specialist (when behavior escalates to hitting)</li> </ul> <p>*Royal enjoys time with the behavior specialist</p> |
| <i>Absence of Tantrum/Prosocial Behavior</i> | <u>Activities/Specific Events</u> <ul style="list-style-type: none"> <li>• Hands on/interactive activities and subjects <ul style="list-style-type: none"> <li>◦ Science</li> <li>◦ Cooperative or partner activities</li> </ul> </li> <li>• Recess, Art, Music</li> <li>• On the computer</li> </ul>                                                                                                                                                                                                                         | <u>Skills to be taught</u> <ul style="list-style-type: none"> <li>• Communicate need for a break or delay</li> </ul>                                 | <ul style="list-style-type: none"> <li>• Computer time</li> <li>• Spending time with behavior specialist</li> <li>• Extra outside time, free time</li> </ul>                                                                                                                                          |

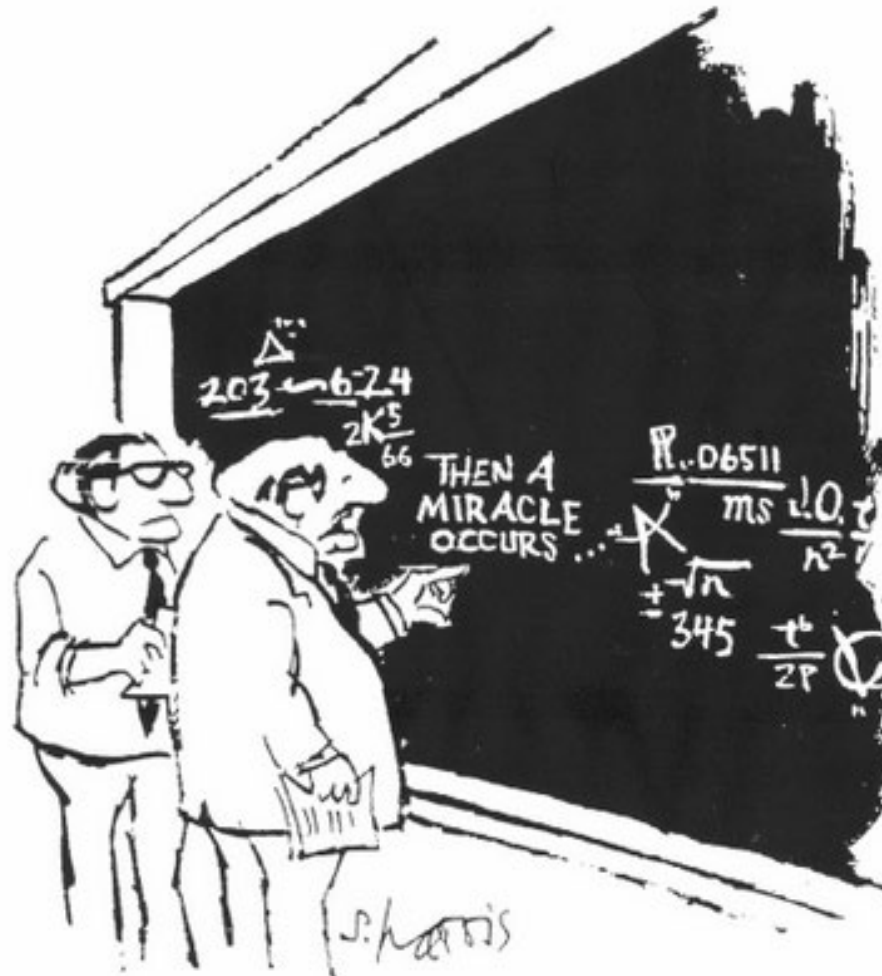
## Hypothesis

|                      | When                                                                                                                                                                                                                                                                                                         | He will                                                                                                             | As a result,                                                                                                                                                                                            |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Challenging Behavior | Royal is<br>(a) assigned independent tasks to do at his desk in reading and math that are lengthy or require writing, or<br>(b) required to transition from preferred activities (recess, art, music) to non-preferred activities (independent reading and math), or<br>(c) has a recurring ear infection    | Tantrum                                                                                                             | He delays/avoids the independent work activities or transitions from preferred to non-preferred by being given redirects, reprimands, assistance and being sent to time-out or the behavior specialist. |
| Replacement Behavior | Royal is<br>(a) assigned independent tasks to do at his desk in reading and math that are lengthy or require writing, or<br>(b) required to transition from preferred activities (recess, art, music) to non-preferred activities (independent reading and math), or<br>(c) having a recurring ear infection | <ul style="list-style-type: none"> <li>• Be academically engaged</li> <li>• Communicate need for a break</li> </ul> | He delays/avoids the independent work activities or transitions from preferred to non-preferred by being given redirects, reprimands, assistance and being sent to time-out or the behavior specialist. |

# Step 3. Building a Functional Behavior Assessment Linked Behavior Intervention Plan

- Minimum of four types of interventions
  - Prevent
  - Teach
  - Reinforce replacement/desired behavior
  - Change response to interfering behavior
- Quality of description of intervention procedures more important than quantity of interventions
- Consider teacher and student buy-in
  - Menu of interventions for selection and consensus
- Task analyze behavior interventions

# Writing the Intervention Plan



*"I think you should be more explicit here in step two."*

### Step 3: PTR Intervention Checklist/Elementary

Student: \_\_\_\_\_

School: \_\_\_\_\_

Date: \_\_\_\_\_

Completed by: \_\_\_\_\_

Hypothesis: \_\_\_\_\_



| Prevention Interventions                                                                                                                                                                                                                                | Teaching Interventions                                                                                                                                                                                 | Reinforcement Interventions                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Providing Choices                                                                                                                                                                                                              | <b>**Replacement Behavior</b> ( <i>What appropriate behavior will be taught?</i> )<br><input type="checkbox"/> Functional Equivalent _____<br><input type="checkbox"/> Alternate Skill (desired) _____ | <b>**Reinforce Replacement Behavior</b> ( <i>Write in the function of the problem behavior from the hypothesis</i> )<br><input type="checkbox"/> ** Function _____<br><input type="checkbox"/> Additional _____ |
| <input type="checkbox"/> Transition Supports                                                                                                                                                                                                            | <input type="checkbox"/> Specific Academic Skills                                                                                                                                                      | <b>**<input type="checkbox"/> Discontinue Reinforcement of Problem Behavior</b>                                                                                                                                 |
| <input type="checkbox"/> Environmental Supports                                                                                                                                                                                                         | <input type="checkbox"/> Problem-Solving Strategies                                                                                                                                                    |                                                                                                                                                                                                                 |
| <input type="checkbox"/> Changes to task demands/curriculum (presentation, content, amount)                                                                                                                                                             | <input type="checkbox"/> General Coping Strategies                                                                                                                                                     |                                                                                                                                                                                                                 |
| <input type="checkbox"/> Non-Contingent Attention (positive caring, comments; positive social attention)                                                                                                                                                | <input type="checkbox"/> Specific Social Skills                                                                                                                                                        |                                                                                                                                                                                                                 |
| <input type="checkbox"/> Classroom Management                                                                                                                                                                                                           | <input type="checkbox"/> Self-Management (self-monitoring)                                                                                                                                             |                                                                                                                                                                                                                 |
| <input type="checkbox"/> Setting Event Modification                                                                                                                                                                                                     | <input type="checkbox"/> Independent Responding                                                                                                                                                        |                                                                                                                                                                                                                 |
| <input type="checkbox"/> Increase Opportunities to Respond                                                                                                                                                                                              | <input type="checkbox"/> Increased Academic Engagement                                                                                                                                                 |                                                                                                                                                                                                                 |
| <input type="checkbox"/> Peer Modeling or Peer Support                                                                                                                                                                                                  |                                                                                                                                                                                                        |                                                                                                                                                                                                                 |
| Does the severity or intensity of the student's problem behavior pose a threat to self or others? <input type="checkbox"/> Yes <input type="checkbox"/> No<br>If yes, is a safety plan needed? <input type="checkbox"/> Yes <input type="checkbox"/> No |                                                                                                                                                                                                        |                                                                                                                                                                                                                 |

**\*\*All asterisked interventions need to be selected and included in the student's PTR Intervention Plan**



### Step 3: PTR Interventions Checklist-SECONDARY Version

Student: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_ Behavior: \_\_\_\_\_ Completed by: \_\_\_\_\_

Hypothesis: \_\_\_\_\_

| Prevention Interventions                                                                                                                                                                                                                                             | Teaching Interventions <i>(behaviors that will help meet academic goals)</i>                                                          | Reinforcement Interventions                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Providing Choices                                                                                                                                                                                                                           | <b>**Replacement Behavior</b><br><input type="checkbox"/> Functional Equivalent<br><input type="checkbox"/> Alternate skill (desired) | <b>**Reinforce Replacement Behavior</b><br><input type="checkbox"/> ** Function _____<br><input type="checkbox"/> Additional _____ |
| <input type="checkbox"/> Transition Interventions/Planning                                                                                                                                                                                                           | <input type="checkbox"/> Study Skills/Test-taking Strategies                                                                          | <input type="checkbox"/> **Discontinue Reinforcement of Problem Behavior                                                           |
| <input type="checkbox"/> Visual Cues/Tools                                                                                                                                                                                                                           | <input type="checkbox"/> Social Problem Solving Strategies                                                                            |                                                                                                                                    |
| <input type="checkbox"/> Curricular/Assignment Modification/Flexibility                                                                                                                                                                                              | <input type="checkbox"/> General Coping Strategies                                                                                    |                                                                                                                                    |
| <input type="checkbox"/> Opportunities to Respond                                                                                                                                                                                                                    | <input type="checkbox"/> Cognitive Behavior Therapy                                                                                   |                                                                                                                                    |
| <input type="checkbox"/> Classroom Management                                                                                                                                                                                                                        | <input type="checkbox"/> Learning Strategy Instruction                                                                                |                                                                                                                                    |
| <input type="checkbox"/> Setting Event Modification                                                                                                                                                                                                                  | <input type="checkbox"/> Self-Management                                                                                              |                                                                                                                                    |
| <input type="checkbox"/> Increase Non-Contingent Reinforcement                                                                                                                                                                                                       | <input type="checkbox"/> Basic Academic Skills                                                                                        |                                                                                                                                    |
| <input type="checkbox"/> Peer Support/Cooperative Grouping Activities                                                                                                                                                                                                | <input type="checkbox"/> Specific Social Skills Training                                                                              |                                                                                                                                    |
| Does the severity or intensity of the student's problem behavior pose a threat to self or others? <input type="checkbox"/> Yes <input type="checkbox"/> No<br>If yes, is a crisis intervention plan needed? <input type="checkbox"/> Yes <input type="checkbox"/> No |                                                                                                                                       |                                                                                                                                    |

\*\*All asterisked interventions need to be selected and included in the student's PTR Intervention Plan

### Step 3: PTR Interventions Checklist-SECONDARY Version-Student

Student: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_ Behavior: \_\_\_\_\_ Completed by: \_\_\_\_\_

*Directions: Under each category, check 2-4 interventions you think would work and would be okay with you to try.*

| Prevention Interventions                                                                                                                                                                                                                            | Teaching Interventions (behaviors that will help you reach your goals) | Reinforcement Interventions                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Given Choices                                                                                                                                                                                                              | <b>**Replacement Behavior</b><br><input type="checkbox"/> _____        | <b>**Reinforce Replacement Behavior</b><br><input type="checkbox"/> Escape, avoid, delay<br><input type="checkbox"/> Get attention, specific activity/item |
| <input type="checkbox"/> Helping with transitions between classes/activities                                                                                                                                                                        | <input type="checkbox"/> Study Skills/Test-taking Strategies           | <input type="checkbox"/> **Having the teacher not let me escape or get attention for my problem behavior                                                   |
| <input type="checkbox"/> Visual reminders/checklists                                                                                                                                                                                                | <input type="checkbox"/> Social Problem Solving Strategies             |                                                                                                                                                            |
| <input type="checkbox"/> Change tasks/activities to make less difficult, more interesting                                                                                                                                                           | <input type="checkbox"/> General Coping Strategies                     |                                                                                                                                                            |
| <input type="checkbox"/> Get More Opportunities to Respond and Get Positive Comments                                                                                                                                                                | <input type="checkbox"/> Cognitive Behavior Therapy                    |                                                                                                                                                            |
| <input type="checkbox"/> Whole Classroom Management Plan                                                                                                                                                                                            | <input type="checkbox"/> Learning Strategy Instruction                 |                                                                                                                                                            |
| <input type="checkbox"/> Interventions that address the days that I come to school angry/unhappy because of things that have happened at home or with friends                                                                                       | <input type="checkbox"/> Self-Management                               |                                                                                                                                                            |
| <input type="checkbox"/> Have more positive comments from your teacher(s)                                                                                                                                                                           | <input type="checkbox"/> Basic Academic Skills                         |                                                                                                                                                            |
| <input type="checkbox"/> Classmate Support/Cooperative Grouping Activities                                                                                                                                                                          | <input type="checkbox"/> Specific Social Skills Training               |                                                                                                                                                            |
| When you do (problem behavior) can it hurt you or others (teachers, classmates)? <input type="checkbox"/> Yes <input type="checkbox"/> No<br>If yes, do you need a crisis management plan? <input type="checkbox"/> Yes <input type="checkbox"/> No |                                                                        |                                                                                                                                                            |

**Table 4. Common Strategy Implementation Questions**

| Question                                      | Description                                                                                                                                                         | Examples Questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>When</b> will the strategy be implemented? | Asking the teacher to identify when within a routine or activity in which the challenging behavior occurs. This question should be aligned with the FBA/hypothesis. | <p>For a choice-making, prevention strategy, the teacher can be asked <i>"When will be the best time to present the choice to the student? Right before you give the direction for the writing assignment or right after you give it?"</i></p> <p>For a replacement behavior strategy, the teacher can be asked <i>"When will be the best time to prompt the student to use his/her replacement behavior? Immediately after the writing demand or immediately after seeing a first sign of the off-task behavior?"</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>How</b> will the strategy be implemented?  | Describing the exact procedures or steps of the intervention. This could include specific physical/verbal behaviors the teacher or other implementors will perform. | <p>For an intervention that needs a prompt given to the student, the teacher can be asked where he or she will be in relation to the student when delivering the prompt-e.g., <i>"Do you want to walk over to the student when giving the prompt or do you want the student to come to your desk?"</i></p> <p>Teachers can be asked how they want to deliver a part of the intervention. For example, a teacher can be asked <i>"Do you prefer to prompt the student using words or would you prefer using a visual or a gesture?"</i></p> <p>Teachers can be asked what words they prefer to use when the intervention includes verbal communication between the teacher and student. For example, <i>"What do you want to say when you deliver the prompt? Do you want to say 'remember to ask for a break by placing a break card at the corner of your desk' or is there some other way you'd like to say that?"</i></p> <p>Teachers can be asked how they want to provide verbal praise or positive comments. For example, the teacher can be asked <i>"What do you want to say after the student makes a choice? Is this a good opportunity to give a positive comment? If yes, what might you say to the student?"</i> or <i>"After the student requests a break instead of engaging in a tantrum, do you want to acknowledge that the student used her new behavior appropriately, such as thank you for asking for a break or just thank you?"</i></p> |

| Question                                                     | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Examples Questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p><b>What</b> will be needed to implement the strategy?</p> | <p>Identifying and describing the materials or other needs to be addressed to make the behavior strategy doable. This can include specific materials to be developed or purchased (e.g., visuals, timers, reinforcers, self-monitoring forms, etc.), or readiness preparation (e.g., training the student, getting consents from parents of peers who may be involved in the strategy, identifying school policies that may need to be checked prior to implementation, etc.).</p> <p><i>Note: Having team members volunteer to assist the teacher in preparing materials often ensures that the strategy will be ready for implementation in a timely manner. Action plans stating who will be responsible for different assignments can be beneficial for keeping everyone on target.</i></p> | <p>Teachers can be asked what might be made or purchased for a strategy. For example, a teacher can be asked the following questions about a break card that will be used for a replacement behavior strategy: <i>"How do you want the break card to look? Do you want the word break written on it? Do you want a picture of a break? How large do you want it? How many do you want? Does it need to be laminated? What color should it be?"</i></p> <p>Teachers can be asked what they want included on a visual support (e.g., schedule, checklist, self-monitoring form) and how it should look. For example, in developing a self-monitoring sheet, the teacher can be asked <i>"Where do you want the goal to be placed on the sheet? At the top or right before the monitoring table?"</i> Note: Consider including the student in this development, particularly if the student will be using the support.</p> <p>Teachers can be asked about pre-requisite procedural or policy steps necessary before the strategy can be implemented. For example, if a peer-modeling or mediation strategy (for increasing social interactions) is used, a teacher can be asked <i>"Will the peers who will be part of the strategy need parent permission to participate in the strategy? If yes, is there a consent form available or do we need to prepare one? Does anyone else have to approve this beyond the principal?"</i></p> |

## **PREVENT Interventions**

| Intervention Strategy                                                                           | Description and Steps                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Setting Event</u> – communication and changing demands (addressing recurring ear infection). | <p>To address the days that Royal has his recurring ear infections, a communication system will be set up to let the school know when Royal is experiencing an ear infection. This will be established with the parent and with Royal. When Royal is experiencing an ear infection, he will be offered choices related to demands.</p> <p><u>Setting Event Strategy Steps:</u></p> <ol style="list-style-type: none"><li>1. A communication system will be set up with the parent to know whether Royal is experiencing an ear infection. This will be via a standardized text message sent by the teacher to the parent at 7 a.m. each morning asking the parent to respond with a Y (yes) or N (no) to the question: Does Royal have an ear infection today?<ol style="list-style-type: none"><li>a. If the parent does not respond to the text, the teacher will ask Royal upon arrival to school whether he has an ear infection that day.</li></ol></li><li>2. If Royal is not experiencing an ear infection, his day will proceed normally.</li><li>3. If Royal is experiencing an ear infection, upon arrival at school, the teacher will meet Royal's bus, walk with him to a quiet place in the library, and ask him to describe his discomfort, using a visual pain rating scale in which a 1 represents very little pain and a 10 represents a lot of pain. ("Hi Royal, I heard that you might have an ear infection today. I'm sorry. I know it must hurt. Tell me how much it hurts by circling the face and number that best tells us how</li></ol> |

Providing  
Choices

you are feeling .”). (Note: Face pain rating scales can be obtained from Wong-Baker <https://wongbakerfaces.org>).

4. If the pain is mild (4 or less), the teacher will say, “You’re having some pain but it isn’t too bad. Do you think you can come to class now and get ready for morning meeting? If it starts hurting more, you can let me know.”
5. If the pain is moderate (6-8), the teacher will give Royal a choice by saying, “It looks as if you’re having pain today. Do you want to rest in the nurse’s office for 15 minutes first before coming to class or do you want to come to class now?”
  - a. If Royal chooses to rest for 15 minutes, an adult will check on Royal after 15 minutes and repeat the choice if necessary.
6. If the pain is severe (10), the teacher will ask the nurse to check Royal’s temperature (to make sure he does not have a fever). If he has a fever, the parent will be called. If he does not have a fever, step 5 will be repeated.

To address the non-preferred independent task demands that involve writing, a choice intervention will be implemented. Initially, a choice will be offered to Royal during language arts independent work times that involve writing paragraphs or are lengthy (more than 5 minutes). This strategy can be gradually expanded to address other events that trigger tantrum behaviors. Choice categories that will be offered include within-task (pen or pencil, color of pencil, color or shape of eraser, color of paper) and where (at his desk, at the round table near the window).

Providing Choices Strategy Steps

1. Immediately after asking the class or Royal to do the independent writing activity, the teacher will walk over to Royal and offer one choice from one of the two categories (within or where).
2. When offering the choice, the teacher will say “Royal, do you want to use the pen or the pencil to do your writing today?”
3. Immediately after Royal makes his selection, honor his choice and provide a positive comment. “Thank you for making a choice. Here’s the pen.”

**TEACH Interventions**

| Intervention Strategy                    | Description and Steps                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Replacement behavior:<br>Request a Break | <p>Royal will be taught to ask for a break by using a break card to briefly escape from independent writing tasks instead of using tantrum behaviors. The break card will be kept on Royal's desk during independent writing tasks.</p> <p><u>Requesting a break strategy steps</u></p> <ol style="list-style-type: none"> <li>1. During the first week of implementing the break card strategy, the teacher will remind Royal after presenting the choices (from prevention intervention) that he can use the break card when he needs to "chill" for one or two minutes. The teacher will review with Royal how to use the break card. The teacher will say, "Remember, when you're writing and you think that you need to chill, you can use the break card to stop working for 2 minutes. Just hold the break card in your hand and raise that hand so I can see it and know you're taking a break. I'll set the timer for 2 minutes, and you can just sit back and chill. When the timer goes off, you can go back to working or you can ask to take another break. If you do go back to work when the timer goes off, you will earn minutes for free time at the end of the writing task." This can be gradually faded after Royal starts using the break card consistently or stays engaged during independent writing tasks.</li> <li>2. The first few days of implementation, the teacher will be vigilant by noting if Royal is showing some early signs that he is getting ready to tantrum or note that he is not engaging in the independent writing task. When this situation occurs, the teacher will immediately go over to Royal and prompt him to use his break card by pointing to the break card while saying "It looks like you need to chill. Let me know if you need 2 minutes by raising your break card."</li> </ol> |
| Replacement behavior: Be on task         | <p>Royal will be supported to engage in on-task behaviors during independent writing time. On task behaviors include the following:</p> <ul style="list-style-type: none"> <li>• Interacting with task materials in a way that gets the task completed</li> <li>• Returning to work within 5 seconds after a 2-minute break has ended</li> <li>• Raising his hand to ask for help on his task</li> </ul> <p>Writing time typically lasts 30 minutes. For each 3 minutes of on-task activity, Royal will earn 1 minute of free time (total = 10 minutes) that can be used to end the writing task early and do a preferred activity instead. Each minute earned will be represented by a token that will be placed in a clear jar. The teacher will monitor the jar and when 20 minutes of writing time has ended, the teacher will go over to Royal. Together they will count</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |



the tokens, add up the minutes represented, and Royal will decide if he wants to use his free time until the end of the writing period (contingent upon time earned) or if he wants to save it for later in the day. This strategy can be faded by increasing the amount of engaged time to earn one-minute of free time.

Teaching on task behavior strategy steps:

1. At the beginning of the day (upon arrival to school and after visual rating of ear pain or confirmation that no ear infection is present), the teacher will review the on-task behaviors with Royal. The teacher will state the behaviors, ask Royal to demonstrate doing the behaviors and discuss/demonstrate non-examples. This can be faded after Royal consistently displays on-task behaviors. The teacher will also review how Royal will earn tokens for being on-task and what he can do with the tokens.
2. During independent writing time, the teacher will consistently observe Royal and set a smart phone for 3 minutes. After 3 minutes, the teacher will determine if Royal was on-task. If yes, the teacher will get a token, go over to the clear jar (placed on a table by the window near Royal's desk), and insert the token. The teacher will signal to Royal a "thumbs-up" to recognize Royal for being on-task.
3. If Royal is observed getting off-task, the teacher will re-direct him by pointing to the clear jar.
4. When 10 minutes is left in the writing time (out of 30 minutes), the teacher will take the clear jar over to Royal's desk to review his on-task behaviors.

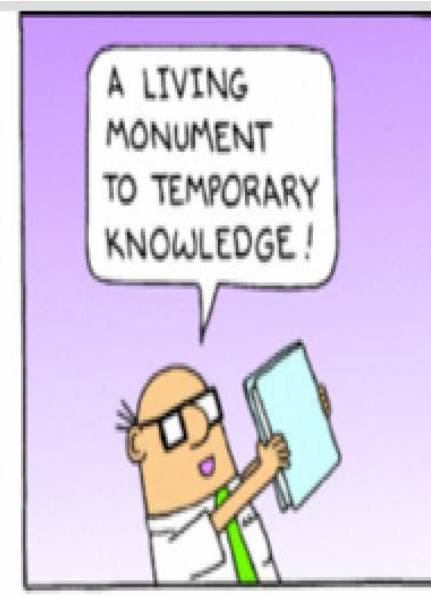
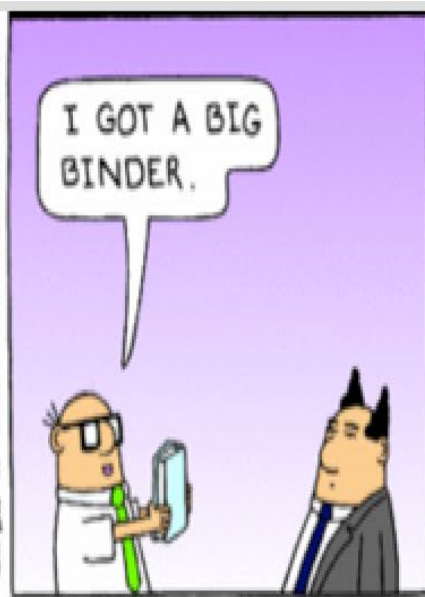
**REINFORCE Interventions**

| Intervention Strategy                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reinforce use of replacement behavior (ask for break) | <p>Each time Royal holds his break card up, the teacher will provide him with a 2-minute break.</p> <p><u>Reinforce use of replacement behavior strategy steps</u></p> <ol style="list-style-type: none"><li>1. Immediately after Royal puts up his break card, the teacher will go over to Royal and say "Thank you for letting us know you need a break. Take 2 minutes to chill."</li><li>2. The teacher will set the timer for 2 minutes.</li><li>3. When the timer goes off, the teacher will prompt Royal to go back to his task if he has not done so independently by pointing to his task assignment or by asking him, "Royal, are you ready to go back to work or do you need another break? Let me know."</li></ol>                                                                                                                                                                                                                                                             |
| Reinforce on-task behavior                            | <p>The teacher will provide 1 minute of free time for each 3 minutes out of 30 minutes of writing time that Royal is on-task.</p> <p><u>Reinforce on-task behavior strategy steps:</u></p> <ol style="list-style-type: none"><li>1. Immediately after Royal is on-task for 3 minutes or when he returns to his task after a 2-minute break, the teacher will place a token in the clear jar.</li><li>2. When dropping the token into the jar, the teacher will provide a positive gesture to Royal (e.g., thumbs up).</li><li>3. After 20 minutes, the teacher and Royal will review on-task behaviors by counting the tokens.</li><li>4. The teacher will ask Royal when he wants to use the free-time minutes he has earned (right then, later in the day, which activity)</li><li>5. The teacher will give Royal verbal positive reinforcement by saying "You worked hard and were on-task a lot today. You can now (or later) take your earned free-time for being on-task."</li></ol> |
| Change responses to challenging behavior              | <p>The teacher will redirect Royal to use his replacement behavior immediately after he engages in pre-cursor behaviors to tantrums (e.g., mild pushing away materials on his desk, ceasing working, beginning mild protest). This will remind Royal that the way to get a break is to use his replacement behavior.</p> <p><u>Change responses to challenging behavior strategy steps:</u></p> <ol style="list-style-type: none"><li>1. Immediately after the teacher observes Royal performing a precursor behavior, the teacher will go over to Royal and calmly point to his break card.</li><li>2. If Royal does not immediately hold up his break card, the teacher will deliver a verbal prompt-"It looks like you need a break. Show me how you ask for a break").</li></ol>                                                                                                                                                                                                       |

- |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ol style="list-style-type: none"><li>3. If Royal does not use his break card after the verbal prompt, the teacher will give a verbal direction by holding up the break card while saying, "Take a 2-minute break".</li><li>4. The teacher will set the timer for 2 minutes.</li><li>5. When the timer goes off, the teacher will prompt Royal to go back to his task if he has not done so independently by pointing to his task assignment or by asking him, "Royal, are you ready to go back to work or do you need another break? Let me know."</li></ol> |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



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# Step 3. Coaching and Supporting the Teacher

- Systematic process to train educators to implement interventions
- Training the teacher to do the BIP (prior to implementing with student)
  - Schedule 30-minute time period
- Active Coaching once plan is implemented
  - Ongoing activities that provide support to implement with fidelity and make data informed decisions

| Coaching Step      | Definition                                                                                                                                                                             | Example                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Explanation        | A discussion or description of the steps for each strategy is reviewed with the teacher.                                                                                               | The coach says to the teacher, "For the setting event strategy, we agreed to communicate with Royal's mother by sending a text message to ask if Royal is experiencing an ear infection each day, then meet Royal upon arrival and on days she has an ear infection, have her rate her level of pain. Then depending upon her rating, we will present choices. Does that still sound okay?"                                                                                                                                                                                                                                                                                                                                  |
| Modeling           | Demonstrate to the teacher how to implement an activity. This can be accomplished through role-playing with the coach taking the teacher role and the teacher taking the student role. | The coach says to the teacher, "Let's practice. First, I'll be you and you be Royal." The coach then demonstrates texting the parent, presenting the pain rating scale, and presenting choices based on the rating made by the teacher (role playing Royal).                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Rehearsal          | The teacher performs the strategy steps with the coach or another educator taking the role of the student.                                                                             | The coach says to the teacher, "Let's switch. I'll be Royal. Practice going through the setting event strategy steps with me."                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Teacher Reflection | The teacher reflects on his/her/their performance and identifies areas of competence and need.                                                                                         | The coach asks the teacher, "How comfortable are you with the setting event strategy? What was easy? What was difficult?"                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Feedback           | The coach provides the teacher with positive reinforcement for steps implemented correctly and suggestions for steps that were challenging for the teacher to perform.                 | The coach responds to teacher reflection and observation of the rehearsal by saying "I think you did each step exactly as written. I agree that you were very comfortable presenting the visual pain rating scale. And although you expressed some discomfort with presenting the options based on the pain rating, I do think it will become less challenging to remember as you begin to use the strategy each day. Is there something that we can do to help you remember the different options? One idea is to write the options on the back of the visual pain rating. That way, you just turn it over after Royal tells you her rating, and the options are there. Or is there something else that would work better?" |

| Strategy                                                                                                                                                      | Implemented? | Impact?<br>(0 = none, 1 = some, 2 = good) |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-------------------------------------------|
| <b>PREVENT</b>                                                                                                                                                |              |                                           |
| <u>Setting Event Strategy</u>                                                                                                                                 |              |                                           |
| 1. Sent text message to parent or asked Royal upon arrival to school about presence of ear infection                                                          | Y / N / NA   |                                           |
| 2. Presented Royal with visual pain rating scale on days ear infection present                                                                                | Y / N / NA   |                                           |
| 3. Provided options to Royal contingent upon pain rating (mild, moderate, severe)                                                                             | Y / N / NA   |                                           |
| <u>Provide Choices</u>                                                                                                                                        |              |                                           |
| 1. Immediately after writing demand presented, walked over to Royal and offered a choice (within or where).                                                   | Y / N / NA   |                                           |
| 2. Immediately after Royal made choice, honored choice and delivered positive comment.                                                                        | Y / N / NA   |                                           |
| <b>TEACH</b>                                                                                                                                                  |              |                                           |
| <u>Request a break</u>                                                                                                                                        |              |                                           |
| 1. After offering choice, reviewed how to use break card with Royal.                                                                                          | Y / N / NA   |                                           |
| 2. Immediately after observing pre-cursor behaviors (off-task, pushing materials), prompted Royal to use break card by pointing and making factual statement. | Y / N / NA   |                                           |
| <u>Be on-task</u>                                                                                                                                             |              |                                           |
| 1. At beginning of day, reviewed on-task behaviors with Royal and earning of tokens for free time.                                                            | Y / N / NA   |                                           |
| 2. Set smart phone for 3 minutes and placed token into clear jar if Royal observed being on task.                                                             | Y / N / NA   |                                           |
| 3. If Royal got off-task, prompted Royal to be on-task by pointing to clear jar.                                                                              | Y / N / NA   |                                           |
| 4. Counted tokens in jar with Royal ten minutes prior to end of writing time.                                                                                 | Y / N / NA   |                                           |
| <b>REINFORCE</b>                                                                                                                                              |              |                                           |
| <u>Reinforce use of break card</u>                                                                                                                            |              |                                           |
| 1. Immediately after Royal used break card, released Royal to 2-minute break and provided positive comment.                                                   | Y / N / NA   |                                           |
| 2. Set timer for 2-minutes.                                                                                                                                   | Y / N / NA   |                                           |
| 3. Prompted Royal to return to task when 2-minute timer went off if Royal did not do so independently.                                                        | Y / N / NA   |                                           |
| 4. Placed token in clear jar if Royal returned to task prior to 2-minutes or independently when timer sounded.                                                | Y / N / NA   |                                           |
| <u>Reinforce on-task behavior</u>                                                                                                                             |              |                                           |
| 1. Placed token in clear jar after every 3 minutes of on-task behavior                                                                                        | Y / N / NA   |                                           |
| 2. Provided positive gesture (thumbs up)                                                                                                                      | Y / N / NA   |                                           |
| 3. After counting tokens earned, asked Royal when he wanted to do free time.                                                                                  | Y / N / NA   |                                           |
| <u>Changing responses to challenging behavior</u>                                                                                                             |              |                                           |
| 1. Immediately redirected Royal to use break card upon observing precursor to challenging behavior.                                                           | Y / N / NA   |                                           |
| 2. Proceeded through prompting hierarchy as necessary (gesture, verbal, model).                                                                               | Y / N / NA   |                                           |
| <b>Behavior Plan Assessment (Fidelity Score) = <math>Y/(Y + N) \times 100</math></b>                                                                          |              |                                           |

Figure 4. Sample Teacher Reflection Form

**Over the past week, the strategies and parts of the behavior intervention/support plan that I think I implemented well are:**

*Providing choices. It has been working really well, and it is easy to do.*

**Over the past week, the most difficult parts of the strategies and behavior intervention/support plan to implement were:**

*Remembering to notice Royal doing those mild behaviors and prompting her to ask for a break. I try to remember but sometimes I get so busy, I don't catch the behaviors in time.*

**Overall, in the past week, the extent that I believe I implemented the behavior intervention/support plan as intended is (circle one):**

|            |           |        |       |
|------------|-----------|--------|-------|
| 0          | 1         | 2      | 3     |
| Not at all | Minimally | Mostly | Fully |

**Overall, in the past week, the extent that I believe the behavior intervention/support plan had a positive impact on the student's behavior is: (circle one):**

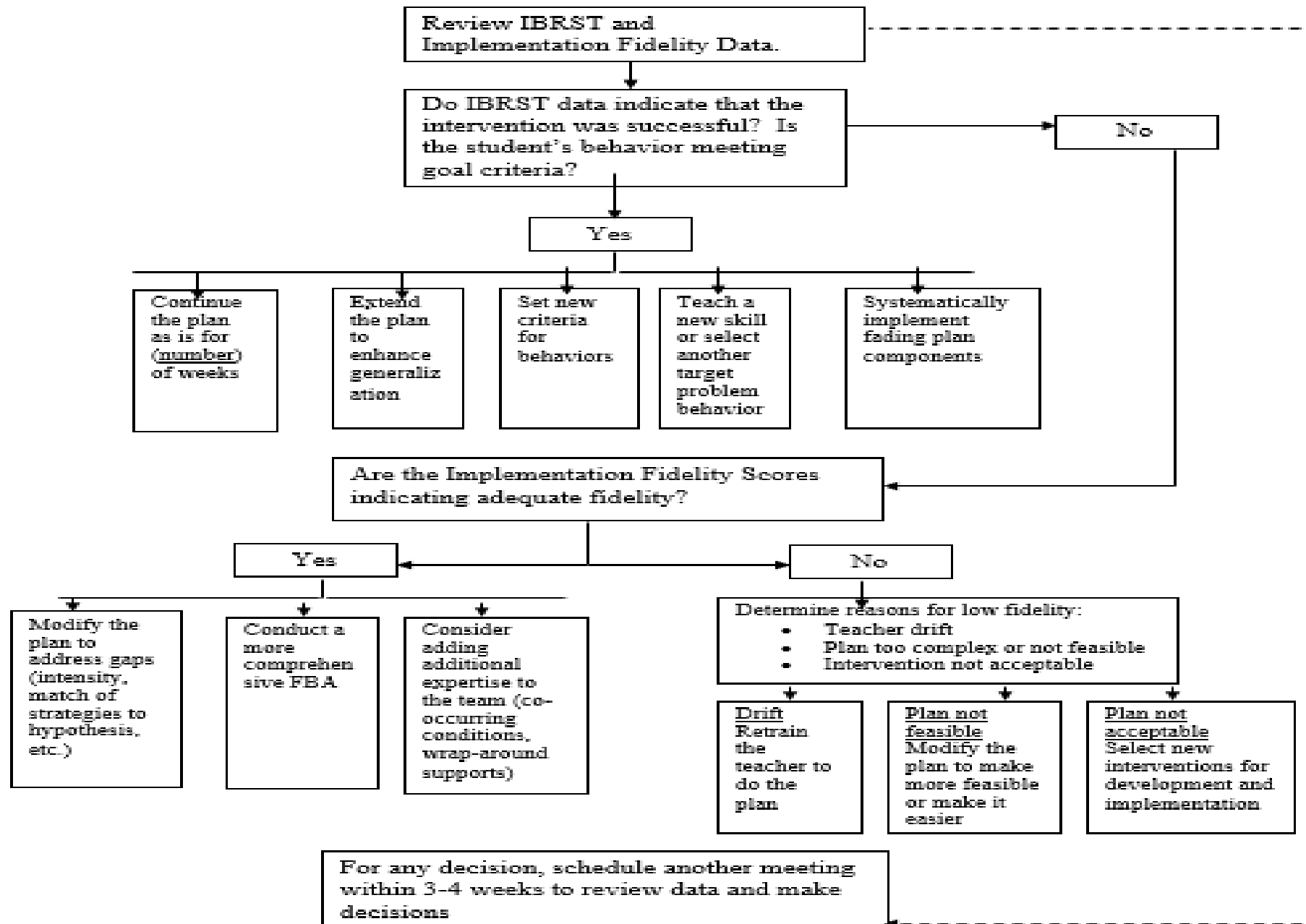
|           |                |             |                    |
|-----------|----------------|-------------|--------------------|
| 0         | 1              | 2           | 3                  |
| No effect | Minimal effect | Some effect | Significant effect |

| Strategy                                                                                                              | Description                                                                                                                                                                                                                                                                                                       | Examples                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Begin with one or more positive statements                                                                            | Initiate the discussion with a statement that describes something the teacher did well. It is fine to use general statements such as, "You did a great job today" as long as specific examples are given.                                                                                                         | <i>"You did a great job prompting Royal by pointing to the jar that holds her tokens when she got off task for a moment. That prompt was subtle enough that I don't think anyone else even noticed but it really helped Royal get back on task."</i>                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Ask for positive reflection.<br><br><i>Note: The Reflection Form can be used as part of this step</i>                 | Either before or after identifying something positive, ask the teacher what he or she thinks went well. If the teacher focuses on how well the student is doing, try to prompt the teacher to identify something about their own implementation that was positive.                                                | <i>"In your view, what do you think is going well? Either overall or just in the time I watched today?"<br/><br/>"I agree that you presented the choices of the materials Royal would use to do her writing task today was perfect! She seems to respond well to the choices, and I like the calm yet warm way you presented them to her."</i>                                                                                                                                                                                                                                                                                                                              |
| Ask for reflection on areas for improvement<br><br><i>Note: The Reflection Form can be used as part of this step.</i> | Ask the teacher what he/she thought was challenging, difficult, or less than perfect when implementing the intervention. This is a great entry into corrective feedback, as teachers will either identify something that was not implemented correctly or identify something else that may direct coach feedback. | <i>"You said you are having challenges remembering to prompt Royal to use her break card when you noticed pre-cursor behaviors such as when she gets off-task and pushes her materials away. I did see you do it a couple of times, and when you did prompt her, even if it was delayed, it seemed to remind her to use her break card or, at least one time, get back on task without getting into more intensive behaviors."</i>                                                                                                                                                                                                                                          |
| Provide specific corrective feedback.                                                                                 | Identify exactly what occurred incorrectly and, when appropriate, why                                                                                                                                                                                                                                             | <i>"The strategy that we developed has you providing the prompt immediately after you observe Royal in some mild off-task behaviors. How do you think this is going overall?" (Teacher indicates that it is hard to do the prompting right away with all the other students in class needing support). "Right, I noticed a couple of times that other students needed your attention when Royal got off-task. There is a lot going on, so it is hard to stay on top of this. Royal seems to really respond well to your prompts so I'm thinking that we might want to figure out how you might do the strategy when you have so many students needing you at one time."</i> |

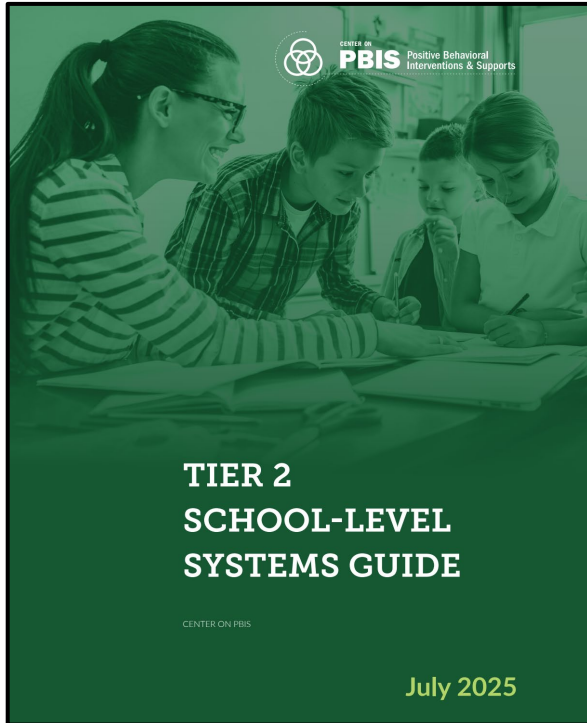
| Strategy                                                            | Description                                                                                                                                                                                                                                                                   | Examples                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Help the teacher identify strategies to improve                     | Use collaborative problem-solving to improve performance. Begin by asking the teacher for ideas. Build upon what the teacher suggests. If the teacher cannot come up with strategies, provide options and ask the teacher to select the option that would work best for them. | <i>"Maybe we can come up with a way to make it easier to notice Royal getting off-task. What might help to make it easier for you to notice Royal or scan the room when you are working with another student?" (If the teacher comes up with an idea). "That is a great idea. We might have another student signal you when Royal begins to be off-task and move her materials around". If the teacher does not come up with an idea—"Here are a couple of thoughts. We could train one or two peers to assist by giving you a cue/signal when Royal gets off-task and you are with another student. Or we can set a schedule for how often you will scan the room to look at Royal, even when you're working with another student. For example, we could make sure that you're reminded to scan the room once a minute or some other interval? Do you think one of those ideas will work? If so, which one do you prefer?"</i> |
| Build fluency slowly by working on one or two components at a time. | Don't overwhelm the teacher with corrective feedback. Identify one or at most two things to work on at a time.                                                                                                                                                                | <i>"You just identified five things that you could work on. There are probably always things we can improve but let's pick just one or two things. On your reflection form, you indicated that remembering to prompt Royal to use her break card is challenging. How about working on that first"</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| End with positive feedback                                          | Feedback should conclude with another positive observation                                                                                                                                                                                                                    | <i>"We spent a lot of time talking about how to remember to prompt Royal to use her break card at the right times and that is important. I think it is important though that we also recognize how much went right. You know, I really liked how you counted the tokens with Royal at the end of writing time and gave her praise. She beamed when you did that! I think she appreciated that even more than the earned break time."</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

# Step 4. Evaluating Progress and Making Data Based Decisions

- Ongoing process
- Meetings with extended team to evaluate data every 3-4 weeks
  - Review student behavior data and implementation fidelity data
- Decisions on next-steps made based on the data



# Tier 2 School-Level Systems Guide



Center on PBIS. (2025). [Tier 2 School-Level Systems Guide](https://www.pbis.org/resource/tier-2-school-level-systems-guide). Center on PBIS, University of Oregon. [www.pbis.org](https://www.pbis.org)

This practice guide assist school-level Tier 2 Teams, or combined Advanced Tiers (Tier 2 and 3) Systems Teams, in developing foundational school-level system features to implement and sustain Tier 2 supports. These system features include procedures for teaming, defining characteristics of Tier 2 interventions, identifying students needing support, training and coaching staff, engaging students and families, and using data to evaluate overall effectiveness and individual student responsiveness to academic, social, emotional, and behavioral supports.

<https://www.pbis.org/resource/tier-2-school-level-systems-guide>

Questions





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