Tertiary (Tier 3) Intervention Grid: For Elementary Schools

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| **Support** | **Description** | **School-wide Data:****Entry Criteria** | **Data to Monitor Progress** | **Exit Criteria** |
| Functional Assessment-based Intervention | FABIs are interventions based on the function of the target behavior, as determined by the functional assessment and determined with the aid of the *Function Matrix*. *The Function-Based Intervention Decision Model* is used to determine the intervention focus, including: Method 1: Teach the replacement behavior; Method 2: Improve the environment; Method 3: Adjust the contingencies; and a combination of Method 1 and Method 2. A package intervention is designed and implemented, including antecedent adjustments, reinforcement adjustments, and extinction procedures directly linked to the function of the target behavior.  | One or more of the following:**Behavior:** * SRSS-E7: High (9-21)
* SRSS-I5: High (4-15)
* SSiS-PSG Ranking of 1, 2, or 3 on the Motivation to Learn
* Office discipline referrals (ODRs) 6 or more within a grading period

*AND/OR***Academic:** * Progress report: 1 or more course failures
* Missing Assignments: 5 or more within a grading period
* AIMSweb: intensive level (math or reading)
 | Student behavior targeted for improvement (e.g., target or replacement behavior) using direct observation  **Treatment integrity*** FABI Step checklists
* Treatment integrity checklist

 **Social validity*** IRP-15 (teacher)
* CIRP (student)
 | The FABI will be faded once a functional relation is demonstrated using a validated single-case research design (e.g., withdrawal) and:* Behavior objective for the student is met (See Behavior Intervention Plan [BIP]).
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Tertiary (Tier 3) Intervention Grid: For Middle and High School Students

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| **Support** | **Description** | **School-wide Data:****Entry Criteria** | **Data to Monitor Progress** | **Exit Criteria** |
| Functional Assessment-based Intervention | FABIs are interventions based on the function of the target behavior, as determined by the functional assessment and determined with the aid of the *Function Matrix*. *The Function-Based Intervention Decision Model* is used to determine the intervention focus, including: Method 1: Teach the replacement behavior; Method 2: Improve the environment; Method 3: Adjust the contingencies; and a combination of Method 1 and Method 2. A package intervention is designed and implemented, including antecedent adjustments, reinforcement adjustments, and extinction procedures directly linked to the function of the target behavior.  | One or more of the following:**Behavior:** * SRSS-E7: High (9-21)
* SRSS-I5: High (4-15)
* Office discipline referrals (ODRs) 6 or more within a grading period

*AND/OR***Academic:** * Progress report: 1 or more course failures
* Missing Assignments 5 or more within a grading period
* AIMSweb: intensive level (math or reading)
* Below 2.5 GPA
 | Student behavior targeted for improvement (e.g., target or replacement behavior) using direct observation  **Treatment integrity*** FABI Step checklists
* Treatment integrity checklist

 **Social validity*** IRP-15 (teacher)
* CIRP (student)
 | The FABI will be faded once a functional relation is demonstrated using a validated single-case research design (e.g., withdrawal) and:* Behavior objective for the student is met (See Behavior Intervention Plan [BIP]).
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