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]). |

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 (6-18) * 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]). |