

Tier 3 Individual Behavior Intervention Plan

Student Name: _____ Grade: _____

Student Data: (Enter relevant data below):

Functional Behavioral Assessment (FBA)

FBA Date: _____

Rationale:

The student is engaging in behavior that places them or others at risk of harm and or results in substantial property damage.

Behavioral concerns may result in exclusion from participation in activities or settings with peers.

The education team is considering a more restrictive placement due to behavioral concerns.

The student's behavioral difficulties persist despite consistently implemented behavior management strategies (Tier 2) based on a less comprehensive or systematic assessment.

Student Profile:

Describe the student's strengths, skills and interests:

Describe the student's limitations

Target Behavior:

What is the specific behavioral difficulty identified for increase or decrease?

Baseline estimate: (Use Tier 2 data, if available)

When does the Target Behavior occur? (Check all that apply)

AM Before start of classes

1st Period

2nd Period

3rd Period

4th Period

5th Period

6th Period

PM after end of class

Where does the Target Behavior occur? (Check all that apply)

Bus / bus area

Cafeteria

Classroom

Hallway

Restroom

Frequency: How often does the Target Behavior occur?

_____ (1-999) times a/an:

Duration: For how long does the Target Behavior last?

_____ (1-60)

Intensity: Rate the severity of the Target Behavior: (Choose one)

Record Review: (Check all that apply)

curriculum/IEP

disciplinary records

previous intervention (Tier 2)

anecdotal/home notes

psychological evaluation

other _____

Relevant information obtained:

Indirect Assessments: (Interviews)

student

parent/guardian

general education teacher

ESE Teacher

school administrator

related service provider

Other: _____

Direct Assessment: (Fill in specific data collection)

| Data Type: | Date: | Conducted by: |
|--------------|-------|---------------|
| A-B-C | | |
| Scatter Plot | | |
| Frequency | | |
| Duration | | |
| Latency | | |
| | | |
| | | |
| | | |

Relevant information obtained:

Goals of Intervention: (social, educational, etc.)

Description of Intervention(s): (strategies based on FBA)

Proactive Strategies: (environmental adjustments to make Target Behavior unnecessary)

Replacement Skills: (positive skills to replace the function of the Target Behavior)

Consequence Strategies: (reinforcements for positive behavior not problem behavior)

Generalization Strategies: (implementation across time, people and settings)

Maintenance Strategies: (including fading process)

Crisis Management:

Are Crisis Management procedure needed to ensure safety and de-escalation of the student's behavior in emergency situations? No Yes, Describe below:

Monitoring:

What tool will be used to document implementation/outcome?

Duration chart

Frequency chart

Latency chart

ODR analysis and chart

Who will collect data/progress monitor?

Tier 3 Implementation of PBIP:

When will the PBIP be started? Date: _____

Who will implement the PBIP intervention? Name: _____ Position: _____

Frequency:

When will PBIP interventions be implemented?

_____ (1-999) times a /an:

Location:

Where will PBIP interventions be implemented?

Bus / bus area

Cafeteria

Classroom

Hallway

Restroom

Duration: How long will intervention be implemented?

From Date: _____

End Date: _____

Materials:

What materials are needed to implement the PBIP?

| |
|--|
| |
|--|

What tool will be used to document implementation/outcome?

Frequency chart

Duration chart

Latency chart

ODR analysis and chart

Who will teach student? Name: _____ Position: _____

When? (Enter by date) _____

Follow up:

Who will contact student's home? Name: _____ Position: _____

When will the CPS Team reconvene to discuss?

Date: _____