

Behavior Plan Components:

Tier 2 Behavior Plan	
Start Date:	End Date:
Universal Screener & Screener Score:	
Plan Description	Student Strengths
	Protective Factors
	Risks
	History of Adverse Experiences
	Barriers
Base Score Comments	Target Behavior
	Location
	Primary time of Target Behavior
	Target Behavior Rationale
	Replacement Behavior
Goal Score Comments	Prevention
	Teaching, Skill to be Taught
	Teaching, Method of Teaching Skill
	Reinforcement
	Consequent

I. When to do a behavior plan

It's expected that about 15 - 20% of students won't respond to Tier 1 interventions and will require Tier 2 behavior intervention and about 3 - 5% will require Tier 3 behavioral intervention. MTSS T2-3 teams use data to identify the students who have consistent behavior challenges, emotional difficulties or other significant social/emotional/personal/behavioral challenges. Which impact the student's school experience and learning and/or that of others.

Data

The MTSS Tier 2-3 team considers data from multiple entry points:

- Student observation
- Student Self-Report
- Behavior Referral(s) from teachers, parents or other team members
- Out of the Class Time
- Office Discipline Referrals (ODRs)
- Suspensions
- Data from community partner/provider

The data helps determine the appropriateness of the referral, the level of intervention and clarifies the behavior to target (reduce).

II. How to do a behavior plan

The following information has been created to provide examples of the behavior planning process and procedures, exact steps may vary among schools unless otherwise noted mandatory.

Step 1: When a teacher, parent/guardian or other staff member suspects as student has difficulty or notes concern, the following actions should be implemented.

- Review the cumulative record including academic, attendance and behavioral data including talking with the student for any other pertinent information
- Define the concern in behavioral, observable and measurable terms.
- Identify the students strengths and motivators
- Begin collecting frequent progress monitoring data to determine how the student is responding to Tier I interventions.

Step 2: If the data confirms that the student is performing below classroom expectations, a parent conference is needed. The teachers should meet* with the parent/guardian regarding,

- Student strengths
- Nature of concern
- Sharing the data collected
- Measures taken to assist the student
- How student progress will be communicated and measured

*Meetings may occur by phone or in person or documented via a letter to the home.

Step 3: If the targeted measures identified by the teacher are implemented with integrity and fail to address the nature of concern, the teacher completes the behavior profile form and refers the student to the Tier 2-3/multi-disciplinary team using a behavior referral.

Step 4: Using data, the team determines which students meet the criteria for receiving Tier 2 behavior plans or makes additional recommendations. The team makes the following considerations,

- Are Tier 1 positive behavior supports in place?
- Do most of the referrals/requests come from several settings or a few?
- Do specific staff members write the majority of referrals and/or request the most support?
- Do informal walkthroughs suggest particular settings in need?
- Does the data indicate school wide behavioral issues or specific individual needs?

If the team determines the student requires a Tier 2 behavior plan, the team advises the teacher to obtain parent permission* and complete the Functional Assessment Screening Tool* (F.A.S.T.) and begin to document communications with the students family using the Infinite Campus RTI module contact log*.

Step 5: With parent permission the F.A.S.T. can be completed. If parent does not give permission, teacher may generate a behavior plan; without using the F.A.S.T. Please note permission is also needed for other forms of Function based data collection tools including but not limited to QABF and PBQ.

Step 6: Develop, implement and document behavior interventions provided to students within the Tier 2 behavior plan with recommendations from the team, in addition to Tier 1 positive behavior supports.

For more information on how to access and input a Tier 2 behavior plan using Infinite Campus, please click [here](#) for SIShelp.

Step 7: Implement the strategies as stated in the behavior with fidelity for 6 - 8 weeks using the RTI: Behavior Intervention Delivery Tool and begin to progress monitor the students behaviors using the behavior profile/progress monitoring tool. Collaborate with school counselor during grade group/problem solving team meeting discussions.

VII. Components of a Behavior Plan using SIS.

Tier 2 Behavior Plan Descriptions

Start Date:

The students plan should start the date the intervention begins.

End Date:

- The students plan should end at a minimum of 6 -8 weeks.
- If the student reaches his/her goal. Close out the plan.
- Following the 6-8 weeks, if student is making progress, but still has not achieved their goal, extend the end date. Do NOT change the end date in the plan. Indicate extended end date in the progress monitoring tab.
- Identified intervention plan is not effective. Close out plan. Team determines need to create a new Tier 2 plan or move to Tier 3 plan.

Universal Screener(s):

This area is a list of screeners, assessments and indicators for students needing a Tier 2 behavior plan.

- A screener is a brief process that helps identify that the student has a behavior concern. It does not help figure out the underlying reason, or how to address the concern. An example is Student Risk Screening Scale.
- An assessment is a way to gather key information that clarifies the problem, the underlying causes and helps teams come up with ways to address the concerns. An example is Antecedent, Behavior, Consequence Data Collection.
- An indicator is sign that something is amiss but it may not accurately identify that the student actually has a concern, without a screener, or tell you why there is a concern, without an assessment. An example is ODRs.

Universal Screeners Required for Tier 2 Behavior Plans:

- Behavior Profile - Requires observation of student and provides # of incidents observed. Does not yield a Universal Screener Score. Not required for Attendance Concerns or students who only demonstrate internalizing behavior.

Important Notes for What you need to select:

The system limits the user to only selecting one "Universal Screener" and inputting one Score. No matter how many tools you use, you will only input one of them. Not all of the assessments or screeners will yield a score. In this case you will indicate "0" as the score.

The tool that is not input into the system will provide the user with information for completing the behavior plan.

Plan Description in the Infinite Campus RTI Module for Behavior is where we record information about the student. Please select all that apply in this section.

Student Strengths:

- Student Strengths can involve skills, qualities and personal characteristics. Strengths can come from student interview, parent discussion, observations and personal knowledge of the student. The strengths selected should be accurate. - Users are required to select at least one.

Artistically Inclined, Athletically Inclined, Creative, Critical Thinker, Demonstrates Organizational Skills, Good Attendance, Goal Oriented, Good Sense of Humor, Musically Talented, Possesses Leadership Qualities, Takes Pride in Appearance, Talents and Interests, Works independently, Works well in groups, Other

History of Adverse Childhood Experience*:

- History of Adverse Childhood Experience is an event or series of circumstances that is deeply distressing or disturbing experience- if known please select all that apply, if unknown it is permissible to leave this section blank.

Abandonment/Neglect, Experienced Community Violence, Death/Loss, Domestic Violence, Family Separation Due to DHS or Incarceration, Hospitalization/Serious Medical, Illness, Natural Disaster, Parent Separation or Divorce, Physical or Sexual Abuse, Poverty, Removal from Home/Placement, Terminal Illness, Terrorism, Victim of Crime, War, Witness Police Activity

*When completing this section of the behavior plan, do not use this as an opportunity to interview the student, but instead if any of the above has been documented or noted by the student (self-report) or family (direct-report) please indicate. Understanding a students history of adverse childhood experiences is not about acquiring knowledge but more importantly about how the presence of this information may shift the way we approach the students behaviors.

For more information on Adverse Childhood Experiences and the District Approach to Trauma please visit our website:

<https://www.philasd.org/prevention/programs-and-services/trauma-informed-school-practices/>

Risks/Barriers:

- Risks are any attribute, characteristic or exposure of an individual that increases the likelihood of developing a disease or injury- Users are required to select at least one.
- Barriers to Meeting Goals are anything that may prevent the student from achieving his/her goals- required at least one.

- Academic/School Issue - conflict with staff, poor performance, school discipline, suspension, office discipline referrals, poor attendance, credit deficiencies.
- Health Issue - pregnancy, lacking medical care/immunizations, medical problems, substance abuse, disability, acute or chronic medical condition, disability.
- Home Issue - caretaker, parent/guardian unwell, abuse in the home, substance abuse in the home, homeless, domestic violence, runaway, date violence, neglect, student is a parent, extreme or chronic poverty.
- Social/Emotional - gender intimidation, gang activity, financial issues, difficult peer relationships, bullying, personal relationships, anxiety/depression, other mental health concerns, social isolation, peer rejection, sensation seeking, risk taking, impulsivity, known suicide attempt.
- Transportation - distance is too far, no financial means, no reliable mean
- Agency Involvement - DHS, Juvenile Justice

Base Score:

This is the baseline score for the target behavior. Enter how often the behavior occurs. Base score values are determined by the average occurrence of the students behaviors as recorded on the behavior profile form. Ex: Student engages in 3 fights per week. Base score: 3.

Base Score Comments in Infinite Campus RTI Module for Behavior describes the barrier or behavior and the details of the behavior. Please make one selection from each category in this section.

Target Behavior:

- Target Behavior is the behavior that has been selected to change. The target behavior should be the most challenging behavior due to the frequency or severity* of the behavior.

Biting, Crying/tearful, Destroying Property, Difficulty Organizing/Caring for Materials, Dishonesty, Does not follow directions, Drops to Ground, Drug and Alcohol, Fecal Smearing, Fire Setting, Gang Activity, Homicidal, Hurting Self, Inappropriate Personal Touching, Isolates from others, Minor Fine Motor Annoyances, Out of seat, Physical Aggression, Possession of

Illegal Substances, Possession of Incendiary Devices, Possession of Weapons, Refuses to complete school work, Resists Transitions between Classes/Activities, Runs Away/Elopes, Screaming/Yelling, Self Reported Hallucinations, Sexualized behavior, Sleeping, Spitting, Stealing, Suicidal, Talking Out/Back/Inappropriate Comments, Throwing Objects, Verbal Aggression, Withdrawn, Truancy, Tardiness

*Severity can also be interpreted as the prioritization of behaviors, consider using the 3 D's of behavior prioritization: Destructive, Disruptive, Distracting.

Location:

- This is where the behavior is occurring. Location could reveal very important patterns of student behavior.

Primary Time of Target Behavior:

- This is the typical time or most frequent time the target behavior is occurring. Time of behavior could also predict very important patterns of student behavior and help teams to identify more appropriate solutions to the challenge.

Target Behavior Rationale:

- This is the function of the problem behavior. The team should indicate, based on the assessment data why the team hypothesizes the problem behavior is occurring. The function will guide the team to choose a prevention strategy, replacement skill and consequence strategies that align to the function of the problem behavior. It is most likely that there is one primary function of the problem behavior. If the team cannot narrow the function down to one rationale, no more than two should be chosen.

Attention, Escape, Sensory (Automatic), Tangible

Replacement Behavior: (This section is not used for Tier 2 behavior plans)

Goal Name:

This is where the goal for the student will be entered. The goal must be measurable and include mastery criteria. There is a 50 character limit for this entry. Examples: Decrease from 15 to 3x weekly for 4 weeks

Goal Type:

This section should not be used.

Goal Score:

This is the number established in the goal which shows progress from the Base Score. This is the number you want to achieve. In most cases it will not be appropriate to identify 0 as the goal score.

Goal Score Comments in Infinite Campus RTI Module for Behavior describes what strategies adults will employ to overcome the barrier or improve the behavior. Please select no more than two items from each section.

Prevention:

- Prevention strategies are interventions that occur before the problem behavior. It is important that the intervention strategy is aligned to the function of the students behavior. Prevention strategies should make the problem behavior less likely to occur and make the desired behavior more likely to occur.

Modify the Environment, Modify the schedule, Modify the task, Provide access to preferred items, Provide Choices, Provide self-regulation activity, Provide Prompts, Provide Reminders, Support transitions, Parent make sure student is up and prepared for school (attendance)* Parent ensures transportation (attendance), Parent send written or medical excuse when absent (attendance), Parent notify school when student is absent (attendance)

Teaching, Skill to be Taught:

- Skills to be taught are identified as the skill the students is lagging or in other words the skill the student needs to be taught in order to achieve the behavioral goal.

Accept "No", Appropriately escape a task/activity, Complete Tasks, Complete Work, Engage in schoolwork, Gain peer attention appropriately, Gain staff attention appropriately, Request desired items/needs, Transition from one activity to another, Transition from one activity to another, Use Appropriate Language, Use Coping/Relaxation Strategies, Use Problem-Solving Strategies, Wait for reinforcement/desired item, Attend school

*For categories marked attendance only complete when creating a Tier 3 attendance plan.

Teaching, Method of Teaching Skill:

- Method of teaching skill is how adults will teach the skill that we identified as needing to be taught.

Behavior Contract, Check In/Check Out, Daily report, Direct Instruction, Group Counseling (Counselor Approval Required), Providing cues, Role Playing, Social Skills training, Use of mentor

Reinforcement:

- Reinforcement strategies are activities that occur when the desired behavior or skill to be taught is displayed.

Make a positive call/Write a Note home, Notify caregiver to deliver reward at home, Provide a preferred activity, Provide a preferred task, Provide a reward, Provide attention, Provide break/escape from activity, Provide reward time with peers, Provide reward time with staff, Provide time to choose group activity, Provide token toward token economy, Recognize the student in front of a group, Shorten the activity

Consequent:

- Consequent strategies are activities that occur after the target or problem behavior occurs.

Block access to preferred items, Block problem behavior, Maintain work demand, Model desired behavior, Nonverbal cues, Offer distracting/neutral activity, Planned ignoring of challenging behavior, Present work demand at a later time, Provide alternative work area, Redirect to an incompatible behavior, Redirect to more appropriate behavior, Reminder of expected behavior, Reminder of when item is available, Reward peers, Planned ignoring of challenging behavior, Parent notified of absence

Evaluation Method/Tool:

- This section should not be used.

Intervention:

- Behavior Plan

Description:

- This section should not be used.

Intervention Provider:

- Intervention provider is the person who is creating the plan and who inputs progress monitoring data. The referring teacher will assume this role.

Intervention Position:

- The system cannot list everyone's position. There is only one option to select, which is "intervention provider"

Location:

- This location should not be used.

Targeted Minutes per Session:

- This is the number of minutes in a school day the plan is being implemented. Users should select 1.

Number of Frequency:

- This is how often the plan is being implemented during the course of the day. Users should select 1.*

Session Frequency:

- This is how often the plan will be monitored. Users should select “day.”

*Identifying 1 as the number of frequency and session frequency helps to communicate the behavior plan is a tool that should be used throughout a students day.

Tier 3 behavior plan

Tier 3 Behavior Plan	
<p>Protective Factors:</p> <ul style="list-style-type: none"> • Protective factors are are conditions or attributes (skills, resources, supports or coping strategies) in individuals, families, communities or the larger society that help people deal more effectively with stressful events and mitigate or eliminate risk in families and communities. 	<ul style="list-style-type: none"> • Athletic Community Supports • Caring Adults and Family • Community Connections • DHS/CUA Involvement • Regular Psychological Treatment • Religious Community • Strong Social Supports
<p>Replacement Behavior:</p> <ul style="list-style-type: none"> • This is the desired behavior that is the goal for the student to do instead of the target (undesired) behavior. The student strengths will guide the team to select a replacement behavior. The replacement behavior should also meet the same need as the function of the undesired behavior. 	<p>This field is free form. Users are instructed to identify a replacement behavior as deemed appropriate.</p>
<p><i>Teaching, Method of Teaching Skill:</i></p> <ul style="list-style-type: none"> • This is the method or the way in which teachers/staff will instruct students how to demonstrate the appropriate skill(s) identified in the section titled <i>Teaching, Skill to be Taught.</i> 	<ul style="list-style-type: none"> • IU Group Therapy • IU Individual Therapy • Community/Agency Support • Individual Counseling

<p>Referral To:</p> <ul style="list-style-type: none"> This is the type of service on the continuum of care that the student is referred to that may be appropriate to address the student's concerns 	<p>Acute Partial, Bethana, Blended Case Management, BHRS, CRC, CUA, DHS, Elwyn, Drug & Alcohol Assessment, Family Based Services, Juvenile Justice, JJPI, Long term partial, Outpatient, PATH, RTF, SAP, STS, Other - Consent, Refusal, etc.</p>
<p>Referral Outcome:</p> <ul style="list-style-type: none"> This is the outcome of the referral made to address acute behavioral concerns 	<p>Completed screening, Continuing services, Services (Not accessible, available, authorized), etc.</p>

Tier 3 behavior plan includes additional items such protective factors, outside agency referrals, and additional options for method of teaching skill. For details please access the RTI Module for behavior in Infinite Campus.