**3c. Follow Up Meeting**

Was the intervention successful?

* Extend the plan
* Establish new goals
* Teach a new skill
* Fade parts of the plan

Was the plan implemented as intended?

* Give the plan more time
* Modify the plan
* Conduct a more comprehensive FBA
* Follow district protocol to access additional expertise   
    
   (step 4)

Schedule follow up in 3 weeks

YES

NO

NO

YES

Re-coach the teacher or modify the plan to make it more feasible

Schedule follow up meeting (within 3 weeks of BIP)  
(Step 3c)

**3b. BIP Development Meeting**

* Select interventions based on FBA summary statement include:
  + Strategies to **prevent** behavior, strategies to **teach** new behavior, strategies to **reinforce** new behavior and responses to misbehavior
  + Develop a safety plan (as needed)
* Develop a coaching plan
* Describe specific data to be taken and who will collect

Determine what additional information/expertise is needed (see step 4)

Develop BIP   
(step 3b)

1. **Determine individual support team members**
2. **Schedule Team meeting:**
   1. **Review progress with current interventions**
   2. **Complete record review (*academic, behavioral, health, and socio-emotional strengths/weaknesses***
   3. **Identify and operationalize target behavior(s)**
   4. **Develop progress monitoring system**
3. **Schedule the following:** 
   1. **FBA (within 1-2 weeks of referral)**
   2. **BIP Development (may be completed during FBA meeting)**
   3. **Follow up meeting (within 3 weeks of BSP)**

Comprehensive FBA Indicated

Prior to FBA meeting: complete parent, teacher, and student interview(s) and begin progress monitoring of target behavior

**Tier 3 Decision Rules:**

* Any student not responding to Tier I and II interventions
* Data identifies student as in need (# of ODRs, suspensions, absences, etc…)
* Team considering a change of placement for student in special education for disciplinary reasons (during the manifestation process)
* Team perceives youth as in urgent need (lower-level of support not seen as adequate)
* Student transfers into the school with function based interventions or significant behavioral needs indicated in their records

**3a. FBA Meeting**

NO

YES

Summary Statement Confirmed?

Review data and generate summary statement

**Indicators for Increased Intensity of Tier 3 Supports:**

* Student is demonstrating behavior that may cause immediate danger to self or others
* Student is demonstrating conditions, behaviors or life situations that require additional expertise to develop a comprehensive plan
* Student is demonstrating significant academic difficulties which warrant further assessment
* The team determines the student has not met criterion levels for success (*despite adequate time to implement interventions and fidelity to the plan*)
* The student is demonstrating persistent and severe impairment in multiple domains that are numerous, complex, and/or unique that require additional expertise to develop a comprehensive plan

**If the answer is yes to any of the above:**

Does the team have all necessary information to define and analyze the problem and develop/implement appropriate supports?

Are there competing variables (e.g. behavioral, psychological, medical, life situations) that need to be addressed to enhance the success of behavior interventions?

Conduct a more thorough FBA and create/modify the BIP to match the FBA information.

Develop/Give the plan more time and schedule follow up meeting in 3 weeks

Does someone on the team have expertise to conduct a more thorough FBA and confirm hypotheses?

Contact district coordinator to access support to conduct a more thorough FBA

Does someone on the team (or in the school) have expertise to complete additional assessment(s) and/or assist in developing a behavior plan for competing variables?

Expand the student’s plan to include comprehensive planning and intervention across multiple systems.

Contact district coordinator to access additional support in identified area of need (e.g. mental health expertise, community agencies to address family issues etc.)

Coordinate a more thorough FBA and modify the BIP to match the revised FBA information.

NO

YES

YES

NO

NO

YES

NO

YES

YESS

NO

Contact district coordinator to plan for immediate access to intervention options that are not routinely provided to most students (e.g. psychiatric evaluation)

Develop a follow up plan for on-going collaboration (wrap around) to evaluate student progress.

Does the student demonstrate persistent and severe impairment in multiple domains that are *numerous*, *complex*, *and/or unique* (e.g. behavioral, psychological, medical, life situations)?

**Step 4: Increasing Intensity of Tier 3 Supports**