Student Name				
Section 1				
Describe your core beha	vioral instruction in	the chart below (s	choolwide expec	tations, SEL program,
etc.) Instruction		Curriculum		Environment
mstruction		Curriculum		
	·		•	
Section 2				
General Area of Need: Be				
	Supplemental-Tier 2	-	□ Intensive-Tier 3	
Specific Area of Need o	Aggressive/Bullying	Disrespectful	□ Low Work/No Wo	ork Completion
□ Frustration □ Lying/0	Cheating □ Defiant	□ Tantrums/Loss	s of Control □ Ste	ealing
, , ,	- 3			9
□ Impulsive □ Off-Tas	k Non-Disruptive □	Off-Task Disruptive	□ Other (explain):
Tier	1, Tier 2, and Tier https://	3 behavioral inter/www.pbisworld.co		ce:
Intervention Begin Date:				
Intervention:				
Intervention Description:				
Has the parent/guardian b	een made aware of t	he interventions?	□ yes	□ no

Section 3

Frequency:	times p	per	□ week	□ month
Duration:	o minutes	hours	Group Size:	
Person(s) Responsible:				
Progress Monitoring Measure 1:			Score Type:	
Progress Monitoring Measure 2:			Score Type:	
Baseline Date:		Target Date:		
Baseline Score:		Target Score:		

Behavior data can be monitored by collecting frequency counts, recording intervals, or anecdotal recording.

Frequency Counts: This direct observation method is a good strategy to use for behaviors that occur often in your classroom but not so often that they're too cumber-some to count. You can collect frequency data throughout the entire day or sample it for a quick snapshot during an allotted time period (e.g., tally how many times a student is out of their seat in a half-hour period).

Recording Intervals:For this type of direct observation, record the occurrence or non-occurrence of behaviors during predetermined intervals, or blocks of time. For example, a daily checklist for a 45-minute math class could be broken down into three 15-minute intervals. As the class progresses, you'd simply check off whether a behavior has occurred or not occurred within each 15-minute block of time. You can make your blocks of time longer or shorter, depending on what type of student behavior you want to measure in your classroom.

Anecdotal Recording:Write a brief summary of the targeted student behavior you've observed throughout the school day (or whatever time frame you choose). As you record your observations, it's important to be as objective as possible. Write down facts, not interpretations or judgments, so you can meaningfully use the information to help create a plan. Using an ABC tool (antecedent, behavior, consequence) can be useful for this type of monitoring.

Progress Monitoring Data

attach additional progress monitoring charts or data

Date	Score	Date	Score	Date	Score
Date	Score	Date	Score	Date	Score
Date	Score	Date	Score	Date	Score

Section 4

Intervention Plan Review

intervention end date?	ig they will meet the goal by the	□ yes	□ no	□ not enougn information
Is the student generalizing skills of the intervention to other settings (i.e., general classroom instruction)?		□ yes	□ no	□ not enough information
Are most other students in the same intervention showing a positive response?			□ no	□ not enough information
Do other measures of student progress (in addition to graphed data) indicate that the student is progressing with the intervention?			□ no	□ not enough information
	Intervention Log			
Date:	Duration:	Group	Size:	
Comments:				
Date:	Duration:	Group	o Size:	
Comments:				
Date:	Duration:	Group	Size:	
Comments:				
Date:	Duration:	Group	o Size:	
Comments:				
Date:	Duration:	Group	Size:	
Comments:				
Date:	Duration:	Group	Size:	
Comments:				

Date:	Duration:	Group Size:
Comments:		
Date:	Duration:	Group Size:
Comments:		
Date:	Duration:	Group Size:
Comments:		
Date:	Duration:	Group Size:
Comments:		
Date:	Duration:	Group Size:
Comments:		
Date:	Duration:	Group Size:
Comments:		
Date:	Duration:	Group Size:
Comments:		
Date:	Duration:	Group Size:
Comments:		
Date:	Duration:	Group Size:
Comments:		
Date:	Duration:	Group Size:
Comments:		