

## Appendix B: Targeted Interventions Reference Guide

A Reference Guide for Function-Based Support Options (Horner & Todd, 2002)

### Purpose of Reference Guide

This Reference Guide is designed to be used as a map when discussing function based support needs for students. Use this reference guide when trying to determine intervention options for individual students.

### Targeted Interventions Defined

*Components of a targeted intervention include (a) increased structure & prompts, (b) instruction on skills, (c) increased regular feedback, and (d) the intervention is available to anyone at anytime.*

### Instructions

List the targeted interventions that are available in your school. Identify the possible functions that the intervention is designed to deliver by putting an X in the cell of the matrix.

### Examples

- **Check In-Check Out** may offer predictable adult attention, organizational structure, and an option for accessing choices through the day.
- **Social Skills Club** participation may offer opportunities for instruction and practice on skills, choice, peer and adult attention and individualized support.
- **Reading Buddies** may offer access to peer attention, choice, option to avoid aversive situation, and individualized support.

Targeted Intervention	Check in, Check out	Social Skills Club	Reading Buddies	Homework Club	Lunch Buddies
Access to Adult Attention	yes	yes	yes	yes	yes
Access to Peer Attention	yes	yes	yes		yes
Access to Choice of Alternatives/Activities	yes	yes	yes	yes	yes
Option for Avoiding Aversive Activities	yes	yes	yes		yes
Option for Avoiding Aversive Social Peer/ Adult Attention	yes				yes
Structural Prompts for 'What To Do' Throughout the Day	yes	yes			
At Least 5 Times During the Day When Positive Feedback is Set Up	yes				
A School-Home Communication System	yes			yes	
Opportunity for Adaptation into a Self-Management System	yes	yes	yes	yes	yes



## Targeted Interventions Reference Guide Map

This Reference Guide is designed to be used as a map when discussing function based support needs for students. Use this Reference Guide when trying to determine intervention options for individual students.

School: \_\_\_\_\_ Date: \_\_\_\_\_

Targeted Intervention					
Access to Adult Attention					
Access to Peer Attention					
Access to Choice of Alternatives/Activities					
Option for Avoiding Aversive Activities					
Option for Avoiding Aversive Social Peer/ Adult Attention					
Structural Prompts for 'What To Do' Throughout the Day					
At Least 5 Times During the Day When Positive Feedback is Set Up					
A School-Home Communication System					
Opportunity for Adaptation into a Self-Management System					



## Appendix C: TFI Tier III Support Plan Worksheet

(used for scoring features 3.4, 3.6, 3.8-3.13, and 3.15)

**Directions:** Select 3 current Tier III plans created in the last 12 months for students needing behavior support. If there are more than 3 plans available, randomly select 3. If there are no plans available, score a 0 for all TFI feature scores. If there are only 1 or 2 plans available, score a TFI feature as 2 only if all plans are scored as 2.

TFI Feature	Scoring Criteria	Plan #1	Plan #2	Plan #3	Sum of Points	TFI Score
3.4 Plans include uniquely constructed team (with input/approval from student/ family about who is on the team).	0 = Plan does not identify the individual student's team 1 = Plan identifies team, but no evidence it was designed with input from student/family or connected to strengths/needs 2 = Plan identifies team designed with input from student/family, connected to strengths/needs, and meets regularly	0 1 2	0 1 2	0 1 2		0 = 0 1-5 = 1 6 = 2
3.6 Plans document (a) district contact person for external agency support and (b) external resources available.	0 = No contact person or resources documented 1 = Contact person OR resources documented 2 = Contact person AND resources documented	0 1 2	0 1 2	0 1 2		0 = 0 1-5 = 1 6 = 2
3.8 Plans include quality of life (QOL) needs/goals and strengths.	0 = No QOL needs/goals or strengths defined 1 = QOL needs/goals or strengths defined, but not by student/family or not reflected in plan 2 = QOL needs/goals or strengths defined by student/family AND reflected in plan	0 1 2	0 1 2	0 1 2		0 = 0 1-5 = 1 6 = 2
3.9 Assessment data are available for academic, behavioral, medical, and mental health strengths and needs, where relevant.	0 = No formal data sources for student assessment 1 = Includes some but not all relevant life-domain information 2 = Includes medical, mental health information, and complete academic data where appropriate	0 1 2	0 1 2	0 1 2		0 = 0 1-5 = 1 6 = 2
3.10 Plans include a hypothesis statement, including (a) operational description, (b) identification of antecedents, and (c) behavioral function.	0 = Hypothesis statement does not include all 3 parts (or is missing) 2 = Hypothesis statement includes all 3 parts	0 2	0 2	0 2		0 = 0 2-4 = 1 6 = 2
3.11 Plans include or consider (a) prevention, (b) teaching, (c) removing rewards for problem behavior, (d) rewards for desired behavior, (e) safety, (f) process for assessing fidelity and impact, and (g) action plan.	0 = Plan does not include all 7 parts 2 = Plan includes all 7 parts	0 2	0 2	0 2		0 = 0 2-4 = 1 6 = 2
3.12 Plans requiring extensive support include specific actions linked to quality of life (QOL) for formal (e.g., school/district personnel, natural supporters (e.g., family, friends).	0 = Plan does not include specific actions, or there are no plans with extensive support 1 = Plan includes specific actions, but unrelated to QOL needs and/or do not include natural supports 2 = Plan includes specific actions related to QOL needs and include natural supports	0 1 2	Only one plan needed.			0 = 0 1 = 1 2 = 2
3.13 Plans include access to Tier I/II supports.	0 = Plan does not mention Tier I/II supports 1 = Plan notes access to Tier I/II supports 2 = Plan documents how access to Tier I/II supports occurs	0 1 2	0 1 2	0 1 2		0 = 0 1-5 = 1 6 = 2
3.15 Each student's individual team meets at least monthly and uses data to modify plan to improve fidelity or outcomes.	0 = No evidence of meetings, plan review, or use of data 1 = Evidence of review, but no use of both fidelity and outcomes data 2 = Evidence of at least monthly review, with use of both fidelity and outcomes data	0 1 2	0 1 2	0 1 2		0 = 0 1-5 = 1 6 = 2