



Scenarios: Consideration of Students for Tier 3 Intervention

This document provides scenarios regarding two students for Tier 3 team discussion.

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Student VV:

Victoria is being considered for a Tier 3 intervention based upon her nonresponse to CICO. After 3 weeks of not meeting her CICO Daily Progress Report (DPR) goal, the team hypothesized that Victoria was not connecting with the CICO Coordinator. A change was made allowing Victoria to check in and check out with a different person serving as her CICO Coordinator and her DPR goal was changed from 80% to 70%. While she initially met her goal for 4 out of 5 days for 2 weeks, she did not reach her revised goal during the following two weeks. In addition, Victoria received two major office discipline referrals for disrespect and has skipped school/class three times in the past two weeks. The team has continued to believe their hypothesis that the function of her behavior is adult attention, but they are now beginning to question whether that is true.

Student CL:

Christopher initially began receiving Tier 2 intervention in the Social/Academic Instructional Group (SAIG) in order to receive structured practice and direct feedback on behavioral expectations related to working independently and on the replacement behavior of using a Help card instead of running out of the room or crying. The frequency of Christopher's leaving the room and crying have decreased only minimally and he has not independently used the Help card. Examination of the SAIG schedule indicates that the interventionist had been out of the building during the past three times that the group was supposed to meet. Communication between the interventionist and the classroom teacher (who is supposed to be practicing, prompting, and providing feedback on the use of the Help card) is reportedly minimal.



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