



*Ohio Integrated Systems Model for  
Academic and Behavioral Supports*  
**Intervention Service Plan**  
Stepwise Procedures Guide



1. The process begins when the teacher is concerned about a student or when a parent brings concerns to the teacher/school.
2. Begin a binder (located in the school office) for the student. All documentations, forms, information, etc. related to the intervention(s) should be kept in this binder in chronological order. At the end of the year, turn in the binder to the school psychologist so it can be accessed by the student's future teachers.
3. Prior to contacting the parent, collect baseline data on concerns. Baseline data can include, but is not limited to:
  - a. Where is the student performing now?
  - b. How often does the student demonstrate behavior? How long does the behavior last?
  - c. Where, when and/or with whom does the student demonstrate the behavior?

**TIER TWO-Targeted Intervention (The Yellow Level)**

4. In collaboration with parent, student and student's other teachers (as appropriate), use the Tier 2 -Yellow Form to identify and define the prioritized concern:
  - a. First list all student strengths and concerns.
  - b. Prioritize the concern and select the most pressing/important concern as the targeted behavior.
  - c. Define the targeted behavior in specific, measurable, observable terms.
  - d. Set a goal based on the discrepancy between what is occurring and what is expected and/or peer averages.
5. Figure out why the problem situation is occurring and write a hypothesis (your best guess based on data). Ideas to consider, but are not limited to:
  - a. Is there a skill or performance problem? (Is it CAN'T or WON't)
  - b. Are there larger issues getting in the way (Remember that hungry, tired, grieving, etc., children have difficulty learning).
  - c. Is the target behavior being rewarded with peer or adult attention, through escape from work, etc.?
  - d. For skill concerns, is it an acquisition, fluency, or generalization problem?

6. Develop and document an intervention and progress monitoring action plan that is linked to your hypothesis. Use Tier Two-Targeted Intervention: Yellow Form. Interventions can include, but are not limited to:
  - a. Teach missing skills (extra practice, peer tutoring, drill with a volunteer)
  - b. Change motivation and consequences to behaviors (positive behavior support plans, self-monitoring, sticker charts, home-school notes, etc.)
  - c. Talk with other teachers to see what has worked for them in similar situations.
  - d. Consult your building Intervention Coordinator for intervention ideas.
 

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7. Implement the intervention action plan for 2-6 weeks based on goal/plan selected and expected results.
  
8. Monitor the intervention progress at frequent, consistent intervals while the intervention is being implemented (i.e., collect data that will show whether the intervention is working by graphing, charting, or listing your data.).
  
9. Evaluate the intervention:
  - a. **If the intervention works. GREAT!!** Share your ideas!! The process can end here although continuing the intervention with fading may be necessary.
  - b. **If the intervention does not work and you have other ideas/have gotten information that indicates what might work:** recycle through steps 4-8 as needed.
  - c. **If the intervention does not work and you have exhausted your ideas:** Contact building Intervention Coordinator to discuss proceeding to Tier Three – Intensive Intervention (The Red Level).

#### TIER THREE-Intensive Intervention (The Red Level)

With the Building Intervention Coordinator, decide who should be added to the team, set date and send out invitations to Intensive Intervention (Red Level) meeting.