**Key Intervention Strategies at Tier 3**

**Prevent Strategies *(what specific strategies can address the antecedents)***

* Provide a choice to student
	+ Make the choice matrix clear to teacher and student
* Prompts
	+ Visual, verbal, nonverbal signals
* Communication tools
	+ Create alternative methods for student to communicate (i.e. pictures, symbols, signs)
* Alternative seating options
	+ Provide student with an alterative area of the classroom to work
* Collaboration
	+ Have student and teacher complete every other item until work is complete
* Help strategies
	+ Provide a help card or signal
	+ Tell student how long they are expected to wait before getting help
* Independent work completion
	+ Provide a list of what the student is expected to complete during a specified amount of time. Be clear as to what and when the teacher will assist the student.

**Teach Strategies *(define and clarify your replacement behavior)***

* Social story
* Flow chart
* Step by step task analysis
	+ Break down the steps of sitting, attending, going to the bathroom, getting started on work
* Cue cards
* Problem solving steps
* Note taking and organizational strategies
	+ Closed passages
	+ Checklists
* Self talk cards/flip list
* Use books as a springboard to teaching a replacement behavior
	+ My Mouth is a Volcano (by Julia Cook) or Bombaloo (by Rachel Vail)

**Reinforce Strategies** (***when and how will you reinforce the replacement behaviors)***

* Complete a student reinforcement inventory – see examples - <http://wordpress.oet.udel.edu/pbs/forms-and-tools/tier-3-intensive-tools/>
* Label praise with the reinforcement
* Use a FIRST – THEN chart to assist with a visual reminder of the reinforcement
* Reinforce frequently in the beginning to get buy-in and then gradual fade
* Change the criteria for reinforcement each week of the behavior plan
* Provide a list of reinforcement options that the student can choose from each day or during each earn period
* Specify how many earns and when the earns will occur daily
	+ After each period of the day
	+ After each time interval (i.e. 5, 10, 15 minutes)
	+ Before lunch
	+ Before dismissal
	+ Specify what earns will be available to the student during each earn period
* Allow the student to ask for 1 minute of additional earn
	+ If they do not transition off the earn, they lose that earn option during the next earn time
* Ensure the student understands and has input into the earn system
	+ Make it clear, simple and concise