

STOIC Intervention Planning Form

Student	Grade/Class	Teacher	Period/Time
---------	-------------	---------	-------------

Step 1 Review the information you have collected to date.

Notes from planned discussions (dates, goals, outcomes): _____

Academic assessment and adaptations: Oral reading fluency: _____ words correct per minute

Notes from goal-setting activities (dates, goals, outcomes): _____

List all behaviors of concern on data that has been collected to date: _____

Are these same behaviors to be the continued focus of intervention? _____

If no, what behavior will be the new focus of intervention, and what data will be collected to determine progress? _____

Develop a hypothesis about the function of the problem behavior—what might be the reason the problem chronically occurs? Check any that may be applicable.

- | | | | |
|---|---|--|--|
| <input type="checkbox"/> Ability | <input type="checkbox"/> Power/Control | <input type="checkbox"/> Awareness | <input type="checkbox"/> Avoid work |
| <input type="checkbox"/> Attention from peers | <input type="checkbox"/> Avoid something else | <input type="checkbox"/> Attention from adults | <input type="checkbox"/> Competing reinforcers |

Step 2 Develop an intervention that:

- takes into account your hypothesis about the function of the misbehavior
- modifies some aspect of each STOIC variable

This ensures that you will have a comprehensive plan tailored to help the student meet all of his or her needs in positive ways.

Structure

Teach

Expectations

Observe

and Monitor

Interact

Positively

Correct

Fluently
