

Tier 2 BAIP



Student Name/ID#: Orion

Grade: K5

Meeting Date: 10/28/2014

Meeting Participants (Names and Roles): Dad, Mr. Simley - Psychologist, Ms. Clausz - Social Worker, Ms. Straka - Teacher, Ms. Kelley - Special Education Teacher in classroom, Ms. Francour - SW Student

Behavior Pathway:

Student Strengths

Orion is proficient in all academic areas
He can be a leader
He likes to help out and have classroom responsibilities

2) Predictors in the environment

Not being called on to answer a question
Not getting the immediate attention he desires from an adult
Not getting the immediate attention he desires from a peer

1) Problem Behavior

Aggressive behaviors exhibited during "carpet time"

3) Consequence

Getting attention from an adult (i.e. redirection) or peer in response to his action

4) Function

Get attention from adults and peers

5) Replacement Behavior

Seek attention from others in a socially appropriate manner

Summary/ Hypothesis Statement: (When BLANK occurs, the child does BLANK, to get/ avoid BLANK.)

When Orion perceives that he is not getting enough attention, he engages in disruptive and/or aggressive behaviors in order to

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get attention from adults and peers.

<p>Setting Event/ Predictors Strategies</p> <p>Eliminate the identified events/predictors OR build in a neutralizing routine to defuse the effects of the event</p>	<p>Environment Strategies</p> <p>Eliminate/modify triggers in environment or prompt alternative behaviors</p>	<p>Teaching/Instructional Strategies</p> <p>Teach functionally equivalent replacement behavior</p>	<p>Consequence Strategies</p> <p>Reinforce alternative and desired behaviors AND minimize reinforcement of problem behavior</p>
<p>Use of "wobble seat" during carpet time</p> <p>Orion will have the choice of either sitting with the group on the carpet, or at his individual desk (within view of the Smart Board).</p>	<p>Teacher will use tongue depressor sticks as a way to randomly select students to answer questions during group instruction. This eliminates his impression that the teacher is choosing not to call on him and he will know that if his stick is not in the can, he will not be called on until they are all returned to the can.</p> <p>During carpet time, the teacher will use a non-verbal cue card tally points earned for appropriate behavior</p> <p>Use of social stories to help Orion learn, understand and generalize different school routines.</p>	<p>School psychologist will work 1:1 with Orion to teach appropriate social and coping skill development.</p> <p>School psychologist will be using the Second Step curriculum with the class, providing all students the opportunity to learn social skills.</p> <p>Teaching class the concept of "bubble space" for personal space.</p> <p>The classroom teachers will praise Orion when he shows that he is coping with frustration in an appropriate manner.</p>	<p>When Orion earns _ positive tallies during carpet time, he will be able to place a sticker in a specific spot on his daily chart.</p> <p>When Orion receives 2 stickers on his behavior chart, he will be able to earn a reinforcer of his choosing from a menu of options:</p> <ul style="list-style-type: none"> * lead the class in a song/activity * choose the book to have read to the class * brain break * classroom job * 1:1 time with chosen adult for a specific amount of time * trip to the treat bucket

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Follow-up Meeting Scheduled Date:Tuesday, December 2, 2014 @ 2:30

Student Name/ID# :Orion

Grade: K5

Follow- up Meeting Date:12/2/14

Participants (Names and Roles): Mom & Dad, Mr. Simley - Psychologist, Ms. Clausz - Social Worker, Ms. Straka - Teacher, Ms. Francour - SW Student

Does plan need adjustment? Yes No

If yes, what changes are needed? Orion did not respond well to the non-verbal cues from the teacher during instruction. Rather than redirecting him quietly, it tended to upset him even more. The teacher is now meeting with Orion after each "carpet time" to discuss if he earned a smiley face sticker or not. He takes the initiative to go up to the teacher for this discussion and he never argues about what he earned and takes responsibility for his behavior.

Data used to monitor/assess plan:Daily Progress Report (DPR) scores entered into Exceed (data tracking tool)

Notes:Orion began taking stimulant medication (10 mg XR) shortly after the initial BAIP meeting. He appears to be responding well to the medication, but he also had received high scores on several of his DPR card prior to beginning medication. Outbursts that occur are not as frequent, lengthy or as intense. Orion is also working with the school psychologist on an individual basis and is responding well to the skill instruction and interaction.

Follow-up Meeting Scheduled Date:January 27, 2015 at 2:30

Student Name/ID# :

Grade:

Follow- up Meeting Date:

Participants (Names and Roles):

Does plan need adjustment? Yes No

If yes, what changes are needed?

Data used to monitor/assess plan:

Notes: