

Tier 2 BAIP



Student Name/ID#: Joseph
Meeting Participants (Names and Roles)

Grade: 2nd Meeting Date: 11/10/2014

Behavior Pathway:

Student Strengths

Joseph is artistic, creative, and organized. He enjoys soccer. He is making progress with his behavior. Other students like him, and he can be a good friend. Additionally, math is his strongest academic subject.

2) Predictors in the environment

Unstructured situations, including transitions, library, gym, and lunch are more challenging for Joseph. More problem behaviors occur in the afternoon. Reading and writing in Spanish and English are difficult subjects for Joseph.

1) Problem Behavior

Joseph disrupts the classroom by wandering around the room, attempting to use the computer, bothering other students while they are working, and throwing materials.

3) Consequence

Classroom teacher reminds Joseph to go to his "office" to work on independent tasks. Main office personnel are contacted for a time-out outside of the classroom.

4) Function

Obtain adult attention
Avoid tasks

5) Replacement Behavior

Joseph will complete work quietly in his "office."

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<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>Joseph will have his own personal space to work in the classroom, which is called his "office"</p> <p>Joseph will eat lunch in the main office, where he will be able to draw to settle down</p> <p>Joseph will be sent on an "errand" when his teacher senses a possible disruption is likely</p> <p>School Social Worker will contact parents to offer community resource support</p>	<p>Joseph will be given clear directions, and choices</p> <p>A timer will be used to complete work. Joseph will set his timer</p> <p>Individualized CICO (Be responsible = stay in assigned area; Be safe = keep hands and feet to self; Be respectful = safely go to assigned area)</p> <p>Joseph will be given a math and reading folder with possible choices of activities to complete in his "office"</p>	<p>Joseph will be taught how to use his "office" and work folders</p> <p>Joseph is given feedback throughout the day regarding his behavior via the CICO DPR. He meets with his mentor each morning to discuss expectations, and every afternoon to review progress throughout the day.</p>	<p>Joseph can earn computer time as an incentive before recess and before the end of the day</p> <p>As Joseph completes work at his assigned work area, he will be able to select a sticker to add to his folder</p> <p>After Joseph earns ___stickers, he will be able to select an incentive (i.e. visit Ms. A, earn art supplies, etc.)</p> <p>When Joseph becomes disruptive, classroom teacher will call the office for an adult to assist with time-out in the classroom</p>