

Student Name/ID#: Ricky

Grade: 2nd

Meeting Date: 12/15/2014

Meeting Participants (Names and Roles)

Behavior Pathway:

Student Strengths

Ricky has strong verbal knowledge, and associates classroom information with prior background knowledge. He has friends at school and can be a funny child. He is good at building, and perseveres when working on a task that he enjoys.

2) Predictors in the environment

Problem behaviors are more likely to occur during writing instruction and any Spanish instruction. Transitions are difficult for Ricky, especially at the end of recess. Ricky appears to be easily set off when disappointed and when he feels like he is not being treated fairly.

1) Problem Behavior

Ricky is defiant and disruptive in the classroom, and will run around the room, talk with other students, go to the computer without permission, damage his desk, and display explosive/volatile behaviors

3) Consequence

Ricky's teacher redirects him, and gives him options of different work to complete. She gives him time to process, and then redirects him again.

4) Function

Avoidance of coping with challenging tasks, including academic work, play, etc.

5) Replacement Behavior

When confronted with a challenging task, Ricky will talk to someone (level 3), take a break by himself (level 4), take a break by himself and take deep breaths (level 5)

Tier 2 BAIP



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

When confronted with a challenging task, Ricky displays disruptive and defiant behavior to avoid coping with the challenging task.

<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>Ms. Jeri will talk to Ricky's mother about getting him glasses, as he failed a recent vision screening at school.</p> <p>Ricky will participate in a tier 2 reading intervention with his teacher.</p> <p>Ms. Jeri will follow-up with Ricky's mother regarding intervention strategies.</p> <p>Ms. Jeri will talk to Ricky's mother about proceeding with Educational Wraparound.</p>	<p>Ricky's CICO will be modified to include more frequent breaks and check ins. A paraprofessional will check in with Ricky throughout the school day. The paraprofessional will first check in with Ricky and complete 5 minutes of work with Ricky. He will then earn a 10-15 minute break on the Ipad with the paraprofessional in a corner of the classroom.</p> <p>Ricky's levels of anger and anger rules will be posted in the classroom.</p> <p>Ricky can take a time-out outside of the classroom, or someone will be called to the classroom to talk with him, when he is at a "level 3."</p>	<p>Ricky will continue to work with Ms. Jeri to practice coping strategies to deal with frustration.</p> <p>Ricky will continue to participate in CICO, and will receive constant feedback regarding his behavior, as well as reminders about how he will improve the next day. His mentor will go to him at the end of the day to check out.</p> <p>Staff will discuss accepting responsibility for his actions with Ricky.</p>	<p>Ricky will earn praise, positive reinforcement, smiley faces on his CICO to reinforce desired behaviors.</p> <p>Ricky feels guilty/sad after his behavior becomes explosive. His behavior will be discussed when he makes poor choices, after he has calmed down.</p> <p>If Ricky's behavior becomes extremely disruptive, and/or a danger to himself or others, he will be removed from the classroom.</p>