BAIP Teacher Interview Form

Step 1

Student: Cory
Date: 8/21/14

Grade: 3
Respondent(s): Ms. H

Step 2

Student Profile: Please identify at least three strengths or contributions the student brings to school.

Cory is energetic and brings life to the classroom. When he is on task, he is excited to share his work with the teacher. He has the potential to be a positive leader for his peers.

Step 3

Problem Behavior(s): Identify problem behaviors

- [ ] Tardy
- [ ] Fight/physical Aggression
- [x] Disruptive
- [ ] Theft
- [ ] Unresponsive
- [ ] Inappropriate Language
- [x] Insubordination
- [ ] Vandalism
- [ ] Withdrawn
- [ ] Verbal Harassment
- [ ] Work not done
- [ ] Other
- [x] Verbally Inappropriate
- [ ] Self-injury

Step 4
Describe problem behavior: Cory has used profanity and inappropriate language on several occasions. It is usually directed at one student but loud enough for the whole class to hear. Cory will often veer from the task at hand and therefore becomes disruptive to the class. This includes walking around, constantly shouting out, taking things from people/their desks, antagonizing students, and not respecting boundaries of where he should and shouldn't be. He often needs many directions before he will listen, and many times he will not listen to any direction given to him by adults.

List the Routines with Problem Behaviors: Complete with up to 3 routines that may cause the student to exhibit the problem behavior listed in Step 3.

<table>
<thead>
<tr>
<th>Routines/Activities/Context</th>
<th>Problem Behavior(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Routine # 1</td>
<td>Whole group</td>
</tr>
<tr>
<td></td>
<td>Disruptive/Insubordination/Inappropriate language/Verbally inappropriate</td>
</tr>
<tr>
<td>Routine # 2</td>
<td>Lining up/Walking in the hallway</td>
</tr>
<tr>
<td></td>
<td>Inappropriate language, verbally inappropriate, disruptive, insubordination</td>
</tr>
<tr>
<td>Routine # 3</td>
<td>Stations</td>
</tr>
<tr>
<td></td>
<td>Disruptive/insubordination</td>
</tr>
</tbody>
</table>

Routine/Activities/Context: Which routine (only one) from Step 4 is the primary trigger?

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<tr>
<td>Whole group</td>
<td></td>
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</table>
Provide more detail about the problem behavior(s):

| What does the problem behavior(s) look like? Cory will swear, sing inappropriate lyrics, walk around and cause distractions and disruptions, begin touching things and/or taking things that don’t belong to him, attempt to write on the board or touch other things in the front of the room, reach into my desk area/attempt to take things from my desk, inappropriate behaviors with materials at his desk, and intentionally antagonize other students. He has also threatened the class that he was going to kill students three times. |
| How often does the problem behavior(s) occur? Disruptions are very frequent. Inappropriate language has occurred daily, as well as antagonizing other students. The behaviors described occur throughout the course of the school day. |
| How long does the problem behavior(s) last when it does occur? Depends - he will continue causing disruptions if students give him attention. |
| What is the intensity/level of danger of the problem behavior(s)? The inappropriate language is said in front of the class and therefore is high priority. When he antagonizes students, the potential for a fight is dangerous to both Cory and the other student involved. |
Student Name/ID#: Cory
Grade: 3  Meeting Date: 8/25/14

Meeting Participants (Names and Roles):

Behavior Pathway:

**Student Strengths**
Cory is energetic and brings life to the classroom. He can be very funny. He likes to sing and entertain. When he is on task, Cory is excited to share his work with the teacher. Cory has the potential to be a positive leader for his peers.

**2) Predictors in the environment**
Cory is not getting attention from anyone (peers or adults.)

**1) Problem Behavior**
Cory is disruptive, especially during whole group instruction. He will walk around the room and touch/take things without permission. He will use inappropriate language and shout out.

**3) Consequence**
Peers laugh, which causes the behavior to escalate further. Some peers ask him to stop. Teacher redirects him or sends him out of the room if necessary.

**4) Function**
Cory obtains attention from peers.

**5) Replacement Behavior**
Cory will help to lead the class in movement activities (arm circles, jumping jacks, etc.) twice daily in the afternoon.

Summary/Hypothesis Statement: (When BLANK occurs, the child does BLANK, to get/avoid BLANK.) When Cory is not getting attention from anyone, he will be disruptive in class, in order to get attention from peers and/or adults.
<table>
<thead>
<tr>
<th>Setting Event/ Predictors Strategies</th>
<th>Environment Strategies</th>
<th>Teaching/Instructional Strategies</th>
<th>Consequence Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eliminate the identified events/predictors OR build in a neutralizing routine to defuse the effects of the event</td>
<td>Eliminate/modify triggers in environment or prompt alternative behaviors</td>
<td>Teach functionally equivalent replacement behavior</td>
<td>Reinforce alternative and desired behaviors AND minimize reinforcement of problem behavior</td>
</tr>
<tr>
<td>Ms. C. will try to check in with him a couple times throughout the day (mid-morning and mid-afternoon) to increase positive attention/relationships.</td>
<td>Ms. H will give Cory positive attention (verbal, high five, thumbs up, etc.) every time she catches him doing the right thing. This will be in the form of observations, not necessarily compliments. She will also try doing this privately instead of in front of the class.</td>
<td>Ms. H will teach him how to do the various movement activities. Cory will have a menu for the activities he can choose. Cory will be allowed to help decide which activities are on the menu.</td>
<td>Ms. H will give positive verbal feedback when he appropriately leads the class in movement activities. One option might be for Cory to earn time in the Support Staff Office to play a game with a peer of his choice. School-wide discipline procedures will be followed for negative behaviors. Ms. H will use time-out procedures for Cory to go to other classrooms when appropriate.</td>
</tr>
</tbody>
</table>
Follow-up Meeting Scheduled Date: Monday, September 15th, 2014

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

Does plan need adjustment? Yes ☒ No 

If yes, what changes are needed? Due to a miscommunication, the plan has not yet been implemented. Ms. H will start the plan, now that the notice has been sent home. Some strategies were added.

Data used to monitor/assess plan: DPR data, incident referrals, contact logs

Notes: Ms. H did the Forced Choice Reinforcement menu, and Cory chose Adult Approval the most.

Crisis Plan: Cory is given a verbal warning by Ms. H and she tells him exactly what he needs to do. Cory will then be sent to a buddy teacher’s classroom for timeout (Ms. T or Ms. F) if he does not respond to a second redirection. We will know Cory is ready to return to class when he is able to remain calm in the buddy teacher’s class for a period of 5 minutes. When Cory gets physically violent or aggressive, the office will be called for assistance and an incident referral will be completed in Infinite Campus. (CPI trained staff: Ms. S, Ms. G, Ms. W)