

Tier 2 BAIP



Student Name/ID#: Brady

Grade: K4

Meeting Date:10/31/14

Meeting Participants (Names and Roles):

Behavior Pathway:

Student Strengths

Bradly enjoys learning and has a great memory. He is proud to be learning Spanish, and is practicing at home. He is knowledgeable about many topics, and has a big imagination. He can be happy and engaged at school. Generally, he is friendly and likes to interact with other children. He is an energetic child, and loves movement. Additionally, he enjoys being independent, and likes to be a leader and help others. He responds well to routine.

2) Predictors in the environment

Behaviors seem to occur more often first thing in the morning, during nap time, and at the end of the day. When Brady is not first in line, he becomes upset. It can be difficult to determine what triggers non-compliant behavior.

1) Problem Behavior

Bradly is non-compliant when given an adult direction. Sometimes, he escalates to tantrums, and will kick, throw items, and scream.

3) Consequence

Bradly is told that he will lose play time after he is non-compliant or tantrums. Additionally, teachers ignore his behavior, and give him "thinking time" in the classroom or another class.

4) Function

Bradly may be attempting to avoid tasks he does not want to complete, and also seeking adult attention.

5) Replacement Behavior

Bradly will follow adult directions with no more than 3 prompts/cues.

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

When given an adult direction that he does not like, Bradly becomes non-compliant and may tantrum to avoid the activity and/or obtain adult attention.

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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> |
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| <p>Parents will put Bradley to bed 1 hour earlier.</p> <p>Adults at home and school will maintain consistent expectations and consequences.</p> <p>A line order will be utilized with the classroom. Bradley will be 2nd in line.</p> <p>Classroom teacher and paraprofessional will continue to create an environment and lessons appropriate for young children.</p> | <p>Bradley will be given an alternate activity (such as coloring) to complete during nap time.</p> <p>Consistent positive praise will be utilized.</p> <p>A daily behavior chart will be utilized. Bradley's goal will be to earn at least 5/8 smiley faces. The behavior chart will be shared with parents daily.</p> | <p>Teachers and parents will discuss behavior chart with Bradley, behavior expectations, and possible rewards he can earn for following adult directions with no more than 3 prompts.</p> | <p>Bradley will receive positive praise and rewards when he receives smiley faces on his behavior chart. His goal is at least 5/8 smiley faces.</p> <p>Consistent consequences will be maintained. For instance, if Bradley is told "no," adults will stick with this response.</p> |