

Student Name/ID#: Eli

Grade: K5

Meeting Date: 1/30/15

Meeting Participants (Names and Roles):

Behavior Pathway:

Student Strengths

Eli likes drawing and art. He is motivated to reach his goal for screen time at home. He enjoys attention, and is very social. He easily engages in creative play. He enjoys listening to stories.

2) Predictors in the environment

The problem behavior often occurs during instruction, group work, breakfast, and independent work.

There does not appear to be a pattern of days when the problem behavior is better or worse.

1) Problem Behavior

Eli constantly talks out and makes noises in the classroom, which disrupts other students and instruction.

3) Consequence

Eli's teacher first tries to ignore him. If unsuccessful, he is then redirected. If ineffective, the teacher pulls him to side and speaks with him 1-to-1. When Eli talks out, most students will ignore him, though a few (about 3) will laugh or talk with him.

4) Function

Eli appears to be attempting to obtain attention from both peers and adults.

5) Replacement Behavior

Eli will raise his hand to talk with no more than 2 reminders.

Summary/ Hypothesis Statement: Eli calls out and makes noises in the classroom in an attempt to obtain peer and adult attention.

<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>None at this time</p>	<p>The team will attempt to find a Tubaloo for Eli to talk to himself and help monitor his volume</p> <p>The team will try to find silencing head phones for Eli to use during independent work</p> <p>Eli will try using a wiggle seat</p> <p>Eli will have his own basket of fidget toys</p> <p>Eli will be given a job/errand or bathroom break when the teacher notices that his noise level starts, to try and prevent escalation</p>	<p>Eli will use a 5 point scale visual on his desk as a display to show his noise level</p> <p>Eli will be provided visual sequence cards for tasks that he needs to complete in the classroom, such as a step-by-step clean-up card</p> <p>Eli will be given visual reminders to raise his hand, and the class will practice being “quiet as a marshmallow” and raising hands</p> <p>Eli will continue to participate in CICO, with frequent reminders of school expectations</p>	<p>Eli will earn screen time at home when he receives 80% or more of his daily points</p> <p>Eli will be called on when he raises his hand</p> <p>When Eli raises his hand with no more than 2 redirections, he will receive praise and positive reinforcement</p>