

Student Name/ID#: AL **Grade:** 5 **Meeting Date:** 1/24/2018
Meeting Participants (Names and Roles): Classroom Teacher, SSW, Resource Teacher, Psych

Behavior Pathway

Student Strengths
Student exhibits leadership potential and enjoys helping others if he has a good relationship with them.

2) Predictors in the Environment
Student gets into verbal altercation due to disagreeing with someone or being redirected for not following classroom/school rules and expectations.
Small group, reading stations, partner, and independent work.

1) Problem Behavior
Student becomes physically and verbally aggressive toward adults and peers – he will get into fights and use inappropriate language.
This occurs ~2x/wk, lasts 5–20 minutes.

3) Consequence
Staff intervene and remove student from room; parent contacted/takes student home; student is suspended; peers sometimes encourage fight or back away.

4) Function
Student engages in the problem behavior to obtain adult/peer attention and gain control of the situation.

5) Replacement Behavior
Student engages with peers in a safe and respectful manner – utilizing coping strategies when upset to avoid altercations with others.

Summary/Hypothesis Statement: (When BLANK occurs, the child does BLANK to get/avoid BLANK.)
When student engages in a verbal altercation, he becomes verbally and physically aggressive to get attention and control of the situation.

Tier 2 BAIP



Setting Event/Predictors Strategies Eliminate the identified events/predictors OR build in a neutralizing routine to defuse the effects of the event.	Environment Strategies Eliminate/modify triggers in environment or prompt alternative behaviors.	Teaching/Instructional Strategies Teach functionally equivalent replacement behavior.	Consequence Strategies Reinforce alternative and desired behaviors AND minimize reinforcement of problem behavior.
<p>Staff will use a calm and even tone with student with addressing and redirecting him.</p> <p>Staff will avoid power struggle with student. For example, walk away when student engages in conflict with staff – discussing situation with student at a later time (i.e., delayed consequence) – when appropriate.</p>	<p>Student will have assigned seating in small groups/stations.</p> <p>Student will be reminded to use an appropriate coping strategy when he begins to become upset.</p> <p>Staff phrase commands/ redirections as choices. For example: where the work may be completed, where student may start on an assignment, pencil vs. pen, and odd vs. even problems.</p>	<p>When confrontations arise, student may also select from the following coping strategies: taking a walk, spending time with a staff member, informing staff member of situation/ processing situation with them, ignoring/removing himself from situation, and/or going to a designated space in the room for a limited amount of time before continuing to participate in classroom instruction.</p>	<p>Student will receive recognition for engaging in safe and appropriate behaviors with staff and peers. This may be achieved through praise, positive phone calls home, and earned incentives (e.g., being good ticket, participation in PBIS incentive, snacks, earned free time).</p>