

Student Action Plan and Progress Update

Purpose:

This document is a working record of the team structure and plan of support for each individual student receiving tier-3 support. This document should be shared and updated at every individual student team meeting to ensure that: a) changes and progress are recorded, b) interventions are agreed upon by all team members and c) teams are accountable for ongoing progress monitoring. If information is stated clearly, the plan can also be shared with others who may be supporting this student in the future. Team facilitators are encouraged to document all components clearly. Clarity of actions and decisions (rather than length) makes the written plan useful to the student and his/her team currently as well as in the future.

Student: A-Rod **Age:** 9 **Grade:** 3rd

School: Lombardi **School Contact:** Coach Vince

Student Intervention History

Indicate start date and end date for each intervention. If not applicable, indicate N/A. Indicate data not available-only if intervention has just begun. Data source is EXCEED/Data Warehouse.

Simple Secondary Interventions (CICO)		Social/Academic Instructional Groups		Individualized CICO	
Start Date	End Date	Start Date	End Date	Start Date	End Date
9/16/13	11/18/13	10/28/13	1/13/14		
Pre Data	Post Data	Pre Data	Post Data	Pre Data	Post data
40% Baseline	72% DPR Avg	70% DPR Avg	73% DPR Avg		
Brief Function-Based Behavior Plan		Complex/Multiple-Life -Domain FBA/BIP		RENEW/ Wraparound Support	
Start Date	End Date	Start Date	End Date	Start Date	End Date
		1/27/14	Continued		
		Pre Data	Post Data	Pre Data	Post Data
		73% DPR Avg			

Optional: Summarize secondary interventions listed above:

SECONDARY INTERVENTIONS OVERVIEW: Briefly describe individual features of secondary interventions.

Describe FBA/BIP -if applicable-refer to-Behavior Intervention Plan-Competing Behavior Pathway

A-rod enjoys checking in and out with the school safety. This intervention was somewhat successful, but concerns are still evident. His performance was inconsistent, with daily scores ranging from 55% to 100%.

A-rod participated in classroom survival SAIG. Although he demonstrated skills within the small group setting with the facilitator, he struggled to transfer these skills to the classroom.

A FBA/BIP was completed, and interventions were somewhat successful, though concerns are still evident.

SECTION 1: Team Roster/ Meeting Dates/Meeting Agenda

Youth/Student: A-rod Parent Guardian: J Nelson/J Kersee Facilitators: Coach Vince

Date of 1st Meeting: 2/17/14 2nd3/17/14 3rd4/28/14 4th 5th

6th 7th 8th 9th 10th

set next meeting date before ending each meeting

Team Member Name	Relationship/Role
J Nelson	Father
Coach Vince	Facilitator/School Psychologist
D Driver	School Social Worker
R White	Regular Education Teacher
M Ditka	Uncle
J Kersee	Mother

Check here if release of Information has been signed. Yes x No

AGENDA for Wraparound Meeting:

- Introductions by role
- First meeting develop mission statement, big need (review)
- Review strengths, add other strengths
- Update progress
- Priorities for today’s meeting
- Action plan: who, what, by when?
- Next meeting date

SECTION 2: Strengths

Home	School	Community
Intact family	Art skills- drawing	Church and faith
Stable housing	Helpful and caring	Helpful and caring
Reliable transportation	Conversation skills	Conversation skills
Looks up to dad	Knows a lot about animals	Enjoys riding bike
Likes helping mom	Strong background knowledge	Dad works close to home
Fishing	Good memory	
Helpful and caring		
Conversation skills		
Knows a lot about animals		
Bilingual		

SECTION 3: Mission Statement

All members of the team will work together to make A-rod feel confident, competent, and loved.

SECTION 4: Safety Plan (if needed)

None needed at this time.

SECTION 5: Big Needs

(Prioritize the Big Needs using available data, combined with information provided by team members. Select up to three BIG NEEDS to prioritize.)

**A-rod needs to feel like he belongs and is valued and accepted at home
**He needs to feel like he is capable academically
He needs to be able to calm himself and accept help at home and at school
He needs to learn how to ask for help and get his needs met
He needs to feel connected to school and the community

Life Domain (home, school and community) Areas to Consider:

- family support* *living situation* *safety* *educational/vocational* *cultural/spiritual*
- legal* *health/medical* *basic needs* *social/recreational* *emotional/behavioral*

SECTION 6: Wraparound Plan

(Team members date, review and update Action Plan at each meeting based on data/progress monitoring.)

NOTE: STRENGTHS/NEEDS DISCUSSION SHOULD BE TIED TOGETHER

NEEDS	STRENGTHS	OUTCOMES	STRATEGIES (What, By Whom, By When)
A-rod needs to feel accepted at home	<p>Mom sees the value in him feeling accepted at home</p> <p>A-rod cares what family members think about him and wants to spend time with them</p> <p>Art skills/drawing</p> <p>Fishing</p> <p>Dad works close to home</p>	<p>Increase in positive interactions with siblings and uncle</p> <p>Increase on HSC-T items “feels like he belongs” and “feels accepted”</p>	<p>2/17: Mom will intervene when family members tease/make fun of A-rod. 3/17: Continued. 4/28: Continued. Mom is looking into having some extended family members move out.</p> <p>2/17: Mom will drive him to dad’s work to have dinner with dad, 2-3 times per month. 3/17: Continued. 4/28: Continued. A-rod and mom will ride bikes to dad’s work during summer, to eat lunch with dad, once per week.</p> <p>3/17: Mom and dad got him paints. 4/28: Mom will spend time painting with A-rod.</p> <p>4/28: Uncle will take him fishing</p>
NEEDS	STRENGTHS	OUTCOMES	STRATEGIES (What, By Whom, By When)
He needs to feel capable academically	<p>He has strong auditory and verbal skills</p> <p>He has great background knowledge on many topics</p> <p>He has a good memory</p>	Increase in academic achievement	<p>2/17: Classroom teacher will create multi-sensory reading activities. 3/17: Continued. 4/28: Classroom teacher will teach mom multi-sensory activities to do with A-rod at home.</p> <p>2/17: Social worker will practice math facts with him, twice per week. 3/17: A-rod will practice math facts with social worker twice per week, school safety once per week. 4/28: School social worker will create math facts for A-rod to practice at home during summer.</p> <p>2/17: Classroom teacher will administer tests orally. 3/17: Continued. 4/28: Continued.</p> <p>2/17: He will take spelling pre-tests with mother, then practice words he misses. 3/17: Continued.</p>

			<p>4/28: Continued.</p> <p>4/28: A-rod will have the choice of working with a partner, and answering questions orally, when completing reading assignments.</p>
NEEDS	STRENGTHS	OUTCOMES	STRATEGIES (What, By Whom, By When)

SECTION 7: Individual Student Data for Progress Monitoring

<i>(Please indicate time period)</i>	Baseline	Time 2	Time 3	Time 4
GRADES	Minimal Reading & Writing, Basic Math	Minimal Reading and Writing, Basic Math	Basic Reading and Math, Minimal writing	
Daily Progress Report (DPR)	73% Avg	78% Avg	80% Avg	
ODRs	6	1	0	
ISS (In-School Suspensions)	0	0	0	
OSS (Out of School Suspensions)	2	0	0	
Attendance: Absences-Excused/Unexcused Tardies	93%	95%	95%	
OTHER DATA				

Other information that is pertinent: (perception of team members, family, etc.)

3/17/14 (Meeting 2): Mother reports that A-rod is arguing less at home. He enjoys eating dinner with dad. Family members tease A-rod less now that she is intervening. Classroom teacher reports that A-rod is completing more assignments, and test performance has improved now that tests are administered orally.

4/28/14 (Meeting 3): Parents and classroom teacher report seeing improvements at home and school. The family is spending more time together. A-rod seems happier at school.

SECTION 8: Functional Behavioral Assessment and Behavior Intervention Plan

Student: A-Rod Referred by: Building Intervention Team

Date 1/27/14

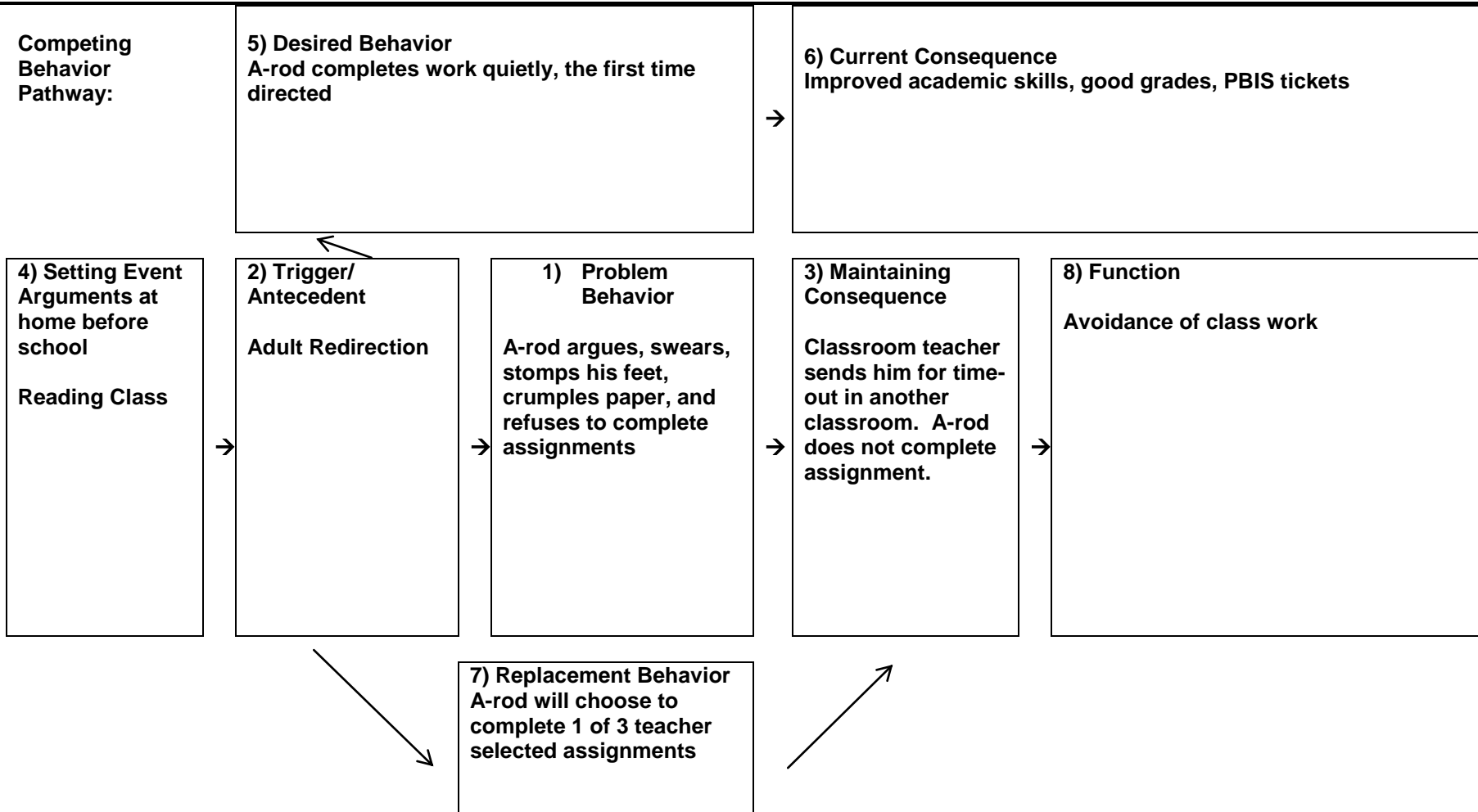
Student ID #

DOB:

Grade: 3

IEP: Y N

BIP Developed by: (List all team members involved in building the intervention plan) School psychologist, school social worker, regular education teacher



1. Brainstorm possible elements of behavior support [Make problem behavior irrelevant, inefficient and ineffective]. 2. Select those elements that are contextually appropriate for final plan.

Setting Event Strategies <i>Neutralize Effects of Setting Events</i>	Antecedent Strategies <i>Make Problem Behavior Irrelevant</i>	Teaching Strategies <i>Make Problem Behavior Inefficient</i>	Consequence Strategies <i>Make problem behavior Ineffective</i>
<p>A-rod will be greeted at school each morning with a smile, good morning, and high five/handshake/hug</p> <p>A-rod will be given a individual visual schedule to keep on his desk</p> <p>Teacher will hand out more PBIS tickets during reading</p>	<p>A-rod and teacher will develop a visual cue (red card on desk) to indicate that he needs help with an assignment</p> <p>Teacher will use visual rather than verbal prompts to redirect</p> <p>When A-rod needs to be verbally redirected, teacher will use proximity, quiet voice, and walk away after redirection</p>	<p>Classroom teacher will compile an assignment folder, and allow A-rod choice in assignments</p> <p>Classroom teacher will teach A-rod how to use folder</p> <p>Classroom teacher will use pre-corrects to remind A-rod that he can choose an assignment from his folder</p>	<p>Reward: Mom will go for walk or bike ride with A-rod when he receives 80% or higher on DPR. Teacher will frequently hand out PBIS tickets when A-rod displays replacement or desired behavior.</p> <p>Extinction When A-rod displays problem behavior and does not use his cue for help, his teacher will attempt verbal and visual prompting. If the behavior continues, teacher will keep track of the time spent in problem behavior. A-rod will owe the teacher that amount of time working from his assignment folder at a later time.</p> <p>Correction (if needed): A-rod will complete reflection sheet, and review with teacher and parent when he displays problem behavior. School psychologist will develop reflection sheet.</p> <p>Safety (if needed) None needed at this time.</p>

Adapted by R. Horner March, 2008, C. Anderson, July 2007 from Todd, Horner, Sugai, & Colvin, 1999