

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. Age: 7 Grade: 2nd

School: Townsend School Contact:

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
10/7/2014	10/17/17				
Pre Data	Post Data	Pre Data	Post Data	Pre Data	Post data
	55%				
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
				10/17/14	
Pre Data	Post Data	Pre Data	Post Data	Pre Data	Post Data
				55%	

SECTION 1: Team Roster/ Meeting Dates/Meeting Agenda

Youth/Student: A. Parent Guardian: Facilitators: Nicole Cain

Date of 1st Meeting: 10/1/2014 2nd 10/29/2014 3rd 11/25/2014 4th 12/12/2014 5th 1/13/2015

6th 7th 8th 9th 10th

set next meeting date before ending each meeting

Team Member Name	Relationship/Role
	Case Manager
	Teacher
	Foster Parent
	School Social Worker
	Care Coordinator (Wraparound Milwaukee)
	Crisis Stabilizer from Integrity Family Services
	Assistant Principal (Townsend)
	Advocate from Wraparound

Check here if release of Information has been signed. Yes 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
Loves to help with household chores that he enjoys doing	Helping tasks in the classroom-currently he is the phone assistant	Being helpful
Very smart young man	Does well with reading and math	Has a lot of support and people advocating on his behalf
At times, he plays well with his brother.	When working one-on-one with an adult, he is respectful and easy to redirect.	Friendly and polite
	Creative imagination	

SECTION 3: Mission Statement

To provide support for A. so that he can have more positive interactions with others in the school and home setting, and have more success with academics.

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SECTION 4: Safety Plan (if needed)

If A. is being unsafe or having an aggressive/angry outburst in the classroom, he will be removed from the classroom and will meet with one of the following: School Social Worker; if she is unavailable, AP should be notified.

In the event that A. is being unsafe and school support staff are unable to help him calm down, his crisis stabilizer should be contacted.

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.)

Needing assistance organizing his class work, tasks assigned, and his folder, papers, and school supplies.
Working on peer relationships; ability to socialize and build positive relationships with other children.
Following directives provided in the classroom and at home. When A. doesn't want to do something he becomes oppositional.
Addressing issues with aggression and anger, and explosive behaviors several times a day.
Addressing difficulties with attention and focus.
Addressing the need of always being right and needing to be in control; doesn't want to be told he has done something wrong or that he is not in control.
Getting respite and supports for the foster parents.

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

<i>family support</i>	<i>living situation</i>	<i>safety</i>	<i>educational/vocational</i>	<i>cultural/spiritual</i>
<i>legal</i>	<i>health/medical</i>	<i>basic needs</i>	<i>social/recreational</i>	<i>emotional/behavioral</i>

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)
Identifying triggers for anger; teaching strategies to address anger and aggression.	After being removed from situations, when working one-on-one with an adult he is able to recognize his feelings of anger and will discuss what triggered an outburst.	The goal is to teach A. strategies to independently recognize his triggers for anger and aggression; along with strategies to cope with those triggers so he reduces the number of angry outbursts.	<ol style="list-style-type: none"> 1. Works with K. V., Therapist with _____ Associates to address issues with anger and aggression. Meet once a week for one hour (began in May 2014). 2. Milwaukee Wraparound services will begin for A. as of 10/2/2014. 3. A. will begin CICO on 10/6/2014 with Mr. M. 4. (SSW Intern) will meet with A. during his lunch every Monday for additional support, and to focus on his Wraparound goal.
NEEDS	STRENGTHS	OUTCOMES	STRATEGIES (What, By Whom, By When)
Build positive relationships with his peers	A. had built some positive relationships with adults here at school.	The goal is to work on teaching A. how to have positive relationships with same age peers.	<ol style="list-style-type: none"> 1. Ms. S. identified a student in the classroom that will be a peer buddy for A. (based on similar needs/personalities). 2. MKE Wrap Case Manager is looking into Applied Therapy for social skills group-possibly starting in February 2015 3. MKE Wraparound has worked on getting A. involved in the extra-curricular activity of soccer with same age peers in the community (beginning on 11/8/2014) -he participated and didn't like it so trying new activities 4. (SSW Intern) will meet with A. during his lunch every Monday for additional support, and

			to focus on his Wraparound goal.
NEEDS	STRENGTHS	OUTCOMES	STRATEGIES (What, By Whom, By When)
Working on self-regulation.	When redirected A. will take a time out to regroup.	The goal is work on regulating his emotions, and to stay engaged and on task in the classroom.	<ol style="list-style-type: none"> 1. Ms. S, classroom teacher will allow time to draw/color, journaling, etc when he is having struggles with regulation, until he is able to get back on task. 2. A. will begin CICO on 10/6/2014 and goals will be set with him each morning to address self-regulation. Needs to be CICO with a male staff member (per team discussion) 3. Contacted crisis stablizer and she will come to the school to help with de-escalation. 4. Crisis stabilizer takes A. 5 hours a week for socia/emotional support. 5. (SSW Intern) will meet with Andrew during his lunch every Monday for additional support, and to focus on his Wraparound goal. 6. MKE Wraparound is looking into an OT evaluation for A.

SECTION 7: Individual Student Data for Progress Monitoring

<i>(Please indicate time period)</i>	Baseline	Time 2	Time 3	Time 4
GRADES	Unknown at this time; behavioral issues when suppose to MAP test	MAP: Reading 155 (K5 level) target was 183 Math: 163 and target goal was 180	Fall RIT Math =163 and Reading 155	1/12/2015 Map Reading 177 target is 191 (behavior effects this)
Daily Progress Report (DPR)	10/6/2014 begins		14 data points only 1 data point met daily goal of 80% of better	11 data points with 3 meeting daily goal of 80% or better
ODRs	0	9 incidents in Infinite Campus-PLP notes	5 incidents	1 incident referral
ISS (In-School Suspensions)	0	0		0
OSS (Out of School Suspensions)	0	0	1 suspension	0
Attendance: Absences-Excused/ Unexcused Tardies	2 days abs		4 abs	0
OTHER DATA				

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

Received father's signature for initial IEP evaluation which is scheduled for 2/3/2014 and 1:00pm. A. is currently undergoing testing for special education with MPS. A. also had a psych evaluation (outside of MPS) on 12/10/2014 and was diagnosed with PTSD with disassociative symptoms, personal history (past history) of physical abuse in childhood, parent-child relational problems. There is a possibility that A. will be moving to a treatment foster home in the near future.