

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:

School:

School Contact:

Grade:

Age:

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.

Check In/Check Out (CICO)		Social/Academic Instructional Groups (SAIG)		Individualized Check In/Check Out		Behavior Assessment Intervention Plan (BAIP)		Functional Behavioral Assessment/Behavior Intervention Plan (FBA/BIP)		RENEW/ Wraparound Support	
Start Date	End Date	Start Date	End Date	Start Date	End Date	Start Date	End Date	Start Date	End Date	Start Date	End Date
4/15/13		11/26/12	1/10/13								
Pre Data	Post Data	Pre Data	Post Data	Pre Data	Post data	Pre Data	Post Data	Pre Data	Post Data	Pre Data	Pre Data
			10% success								

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

The following page is also used as a sign-in sheet and should be signed at each child and family team meeting; you will keep those copies in the student’s file.

SECTION 1: Team Development/Sign-In Sheet

Youth/Student:

Parent Guardian:

Facilitators:

Date of 1st Meeting:

2nd

3rd

4th

5th

6th

7th

8th

9th

10th

*****set meeting date before ending current meeting*****

CONFIDENTIALITY AND ATTENDANCE: I agree to honor the rights and privacy of any persons discussed in this meeting. I agree not to divulge any information regarding any family, person, or agency, which may be referred to in the course of this meeting.

Team members present today:	Relationship/Role
	Teacher
	Mentor/SSW
	'School Mom' /Safety
	Parent
	Disciplinarian/Behavior Coach
	Mentor/Bus Driver
Team members not present today:	
Team members PRESENT	Caregiver
	Mentor/ Loving Uncle

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
Enjoys crafts and art	Loves science	Family has regular family nights.
Is imaginative	Is imaginative	
Loves hands-on activities	Loves hands-on activities	
Loves working on the computer	Loves working on the computer	
Family strength- one-on-one time with parent	Is intelligent	
Family strength- Caregiver is responsive and supportive in working with school	Likes to be a helper	
Likes to be a helper	Advanced in Language/Conventions of Standard English	
Very charismatic and likeable	Very charismatic and likeable	
Connects well with others	Like to show evidence of success	
	Wants to improve behavior	

SECTION 3: Mission Statement

<p>Student will feel successful at school.</p>
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SECTION 4: Safety Plan (if needed)

If student expresses intent for self-harm, staff member will immediately contact Student Services Support (Counselor/Psychologist/SSW) to assess the situation and risk and follow-up as appropriate.

SECTION 5: Big Needs

(Prioritize the Big Needs using available data combined with information provided by team members.)

Student will feel successful at school.
Student will have positive interactions with others.
Student will have need for individual attention met appropriately.

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)
Student will interact positively with adults and peers, enabling her to feel successful at school.	She connects well with others. She is likeable and charismatic. She wants to improve her behavior.	Student will meet her CICO goal 80% of the time.	_____ is meeting with student on a weekly basis. _____ plans to start using Second Step lessons to work on social skills training with student. SSW has also been doing mediations with student on an as needed basis, and friendship activities with other students.
NEEDS	STRENGTHS	OUTCOMES	STRATEGIES (What, By Whom, By When)
Student will get her need for attention from others met, so she doesn't seek out attention inappropriately	Student connects well with others. She is likeable and charismatic. She likes to be a helper	Student will meet CICO goal 80% of the time.	<p>_____ will provide respite and individual attention to student, including helping with homework on weekends/ starting now.</p> <p>_____ will look into Big Brothers/Big Sisters so that student has a mentor with whom she spends time regularly/ Resource info provided to _____/ Follow-up as soon as possible.</p> <p>_____ is meeting with student individually weekly as a mentor and behavior coach. They are working on anger and frustration coping skills as well as relaxations strategies.</p> <p>Student has a relationship with _____ who is her CICO coach. Student is offered support throughout the day.</p>

NEEDS	STRENGTHS	OUTCOMES	STRATEGIES (What, By Whom, By When)
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SECTION 7: Individual Student Data for Progress Monitoring

<i>(Please indicate time period)</i>	Baseline	Time 2	Time 3	Time 4
GRADES	4/12/13 Report card- 1 Advanced 20 Prof. 9 Basic and 12 Minimal			
Daily Progress Report (DPR)	10% success rate			
ODRs	12			
ISS (In-School Suspensions)	1			
OSS (Out of School Suspensions)	1			
Attendance: Absences-Excused/ Unexcused Tardies				
OTHER DATA				

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

SECTION 8: Functional Behavioral Assessment and Behavior Intervention Plan

Student:

Referred by:

Date

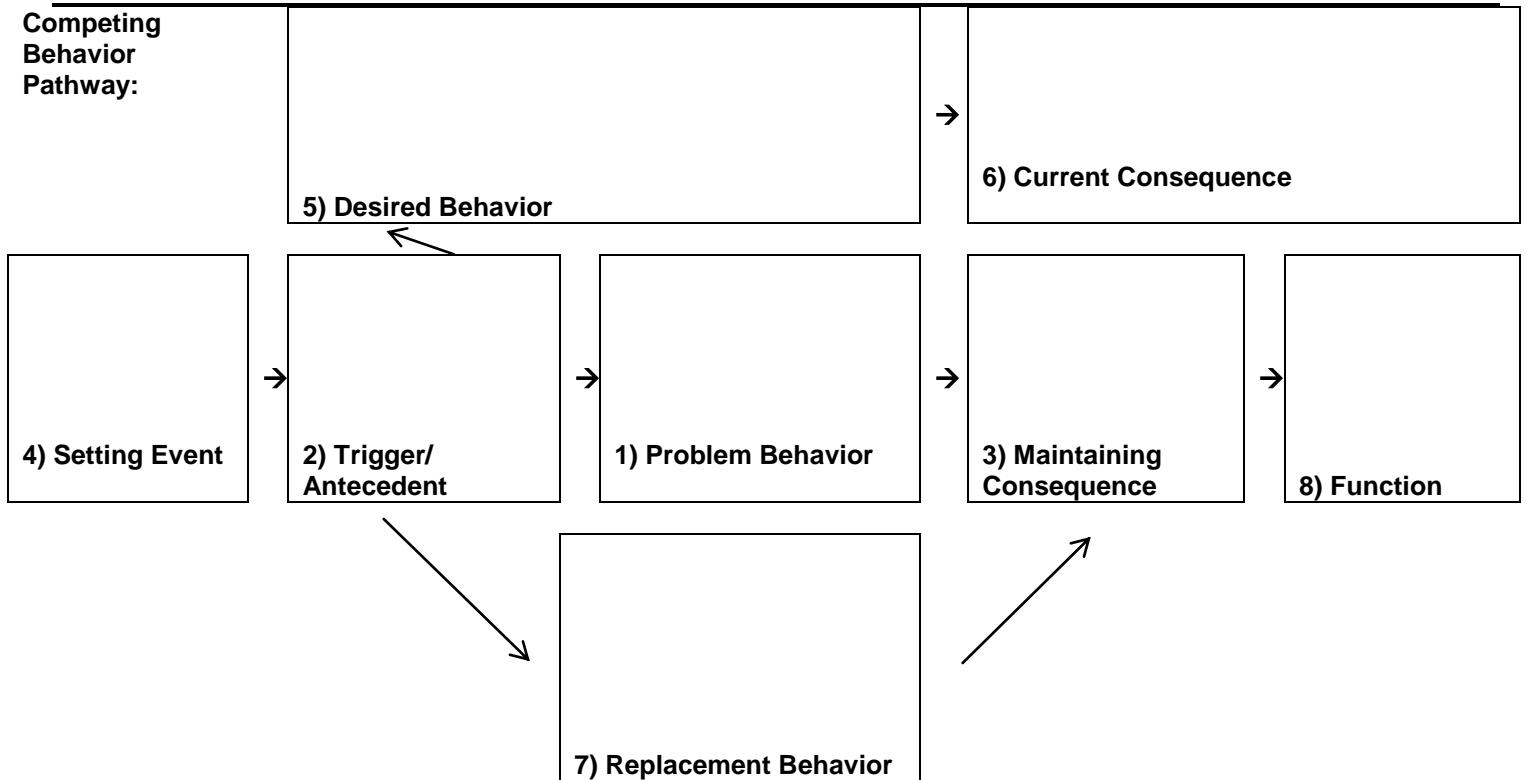
Student ID #

DOB:

Grade:

IEP: Y N

BIP Developed by: (List all team members involved in building the intervention plan)



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 Behavior <i>Make Problem Behavior Irrelevant</i>	Teaching Strategies <i>Make Problem Behavior Inefficient</i>	Consequence Strategies <i>Make problem behavior Ineffective</i>
			Reward Extinction Correction (if needed) Safety (if needed)

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