BEHAVIOR INTERVENTION PLAN

ALBANY CITY SCHOOL DISTRICT

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| STUDENT NAME: XXXX XXXX | | STUDENT DOB: XX/XX/2011 | | STUDENT ID: XXXX | INITIAL BIP DATE: 3/19/18 |
| CHRONOLOGICAL AGE: 6 | DOMINANT LANGUAGE: English  ENL?  YES  NO | | | SCHOOL: | BIP UPDATED: 1) 3/23/18; 2) 4/11/183) 4/18/18; 4) 5/2/18 5)      ; 6) |
| GRADE: |
| IS STUDENT CSE IDENTIFIED?  YES  NO | IF IDENTIFIED – CLASSIFICATION: OHI | | | CLASS PLACEMENT: 12:1:2 | 504?  YES  NO |
| DEVELOPED ORIGINAL BIP DOCUMENT: | | | | | |
| SPECIAL EDUCATOR: XX  SOCIAL WORKER: XX  PSYCHOLOGIST: XX  PARENT:  GENERAL EDUCATORS (LIST ALL): | | | ADMINISTRATOR:  BEHAVIOR SPECIALIST:  TEACHER ASSISTANT/AIDE:  RELATED SERVICE PROVIDERS (LIST ALL):  OTHER: | | |

**(Version 6/2017)**

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| Re-state Information Obtained on the Functional Behavior Assessment |
| RESTATE THE TARGET BEHAVIOR: Disruptive behavior defined as out of seat/area for more than 5 seconds without adult permission and/or loud noise making in excess of 2 seconds that persist following 1 adult prompt to sit (or to walk if out of seat with adult permission) quietly. These behaviors are observed to occur as an intital part of a behavioral chain that can lead to physically aggressive behavior.    RESTATE THE GOAL BASELINE: XXXX's rate of disruptive behavior (as defined) will decrease to an average rate of occurrence of 20% of intervals or less measured over 3 consecutive weeks with a concurrent decrease in the rate of aggressive behavior (as defined) to an average rate of occurrence of 5% or less of intervals measured concurrently over 3 consecutive weeks.  RESTATE THE REPLACEMENT BEHAVIOR: XXXX will ask to spend time with an adult or peer (the teacher will tell XXXX which peer or adult is available at the time of this request; the duration of time an adult or peer will spend with XXXX will vary depending on availability and activity occuring in class at the time).  RESTATE THE INITIAL BASELINE OF THE TARGET BEHAVIOR: Over the baseline period the target behavior was found to occur on average at a rate of 45% of intervals observed using partial interval data collection (full day, 15-minute intervals over 10 days) Over the baseline period a supplemental measure of physical aggression was found to occur on average at a rate of 14% of intervals observed using partial interval data collection (full day, 15-minute intervals over 10 days).  RESTATE THE HYPOTHESIS:  WHEN THIS OCCURS (describe the circumstances/setting events) In environments of lower attentiion and/or less structure, upon arrival to class and in noisy environments or, to a lesser extent, at times when denied access to a preferred object or activity.  THE STUDENT DOES (describe the target behavior) XXXX will engage in disruptive behavior defined as out of seat/area for more than 5 seconds without adult permission and/or loud noise making in excess of 2 seconds that persist following 1 adult prompt to sit (or to walk if out of seat with adult permission) quietly. These behaviors are observed to occur as an intital part of a chain that can lead to physically aggressive behavior.  TO GET/AVOID (describe the consequences) Most typically, XXXX obtains attention from engaging in this behavior. Less frequently, XXXX obtains a tangible object or activity from engaging in this behavior. |

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| BASELINE DATA UPDATES USING PROGRESS MONITORING DATA:   1. DATE: 3/23/18 PRESENT: XX,XX and XX SUMMARY STATEMENT OF PROGRESS MONITORING DATA: Three days of data were reviewed (XXXX was absent 3/19/18 and 3/20/19 this week). Over this sample the average occurrence of the target behavior was 31% with a range between 8% and 58%. Secondary measure of aggressive behavior occurred at an average rate over the 3 day sample of 14% with a range of between 4% and 25%. The 3-day sample included 3/21/18, 3/22/18 and 3/23/18. While this average rate of occurrence of the target behavior over this small sample represents a relative decrease from baseline average (45%) it is too small a sample from which to make any informed decisions regarding change in intervention or response to intervention. The team agreed that no changes will be made at this time to intervention as the sample size is small (3 days) and the lead teacher was absent 2 of the 3 mornings that data was collected. Today the BIP interventions were reviewed with TAs Ms. XX and Ms. XX and they were given access to the full BIP (on file in the classroom). |
| 1. DATE: 4/11/18 PRESENT: XX, XX SUMMARY STATEMENT OF PROGRESS MONITORING DATA: Five days of data were reviewed (3/27/18, 3/28/18, 3/29/18, 4/9/18 and 4/10/18). Over this 5-day sample the average occurrence of the target behavior was 22% with a range between 5% and 31%. This represents a continuing decreasing trend in the rate of occurrence of the target behavior from baseline average (45%). Secondary measure of aggressive behavior occurred at an average rate over the same 5-day sample of 32% with a range between 6% and 58%. This represents an increase from baseline average on this measure (14%) though recent decreases are seen over the last two days of this 5-day sample. Parent reports a medication change was made over the April break. The team notes for the two days that XXXX has been in school since medication change that XXXX has been sleeping most mornings on arrival for between 1 and 2 hours. This has been reported to mother. Changes to intervention for social story has been required due to this sleeping upon arrival with class staff providing morning review when he wakes up instead of the social worker (schedule availability). The use of a weighted blanket was discussed with mother at annual review; at that time mother indicated XXXX uses a weighted blanket at home with some observable results iin improved attending behaviors. The team agreed to explore with OT parameters for school use of this weighted blanket and to inform mother that we now have one available for use in school and will consider ways to incorporate it's use into his school day. Based on input from OT and mother, an intervention will be designed to add use of the weighted blanket to the BIP. Staff will talk with both OT and mother prior to next scheduled BIP review. |
| 1. DATE: 4/18/18 PRESENT: XX, XX, and XX SUMMARY STATEMENT OF PROGRESS MONITORING DATA: Four days of progress monitoring data were reviewed (4/11/18, 4/12/18, 4/13/18, 4/16/18). Over this 4-day sample the average occurrence of the target behavior was 24% of intervals with a range of occurrence between 0% and 62% of intervals. This average rate of occurrence for the target behavior is on a rougly unchanged trend from that seen on the last data review on 4/11/18 (22%). It does continue to represent a decrease in the average rate of occurrence of the target behavior from the baseline average (45% of intervals). Over this same 4-day sample reviewed today on the secondary measure of aggressive behavior the average rate of occurrence was 4% of intervals with a range between 0% and 15% of intervals. This represents a significant decrease from the average rate of occurrence of aggressive behaviors seen on the last sample reviewed 4/11/18 (32%) and from the average rate of occurrence seen on baseline on this measure (14%). XXXX is not reported to have used the Time Out Room to date this month, April, as of 4/17/18. XXXX has been continuing to sleep in class at a high rate. Over this 4-day sample XXXX slept on average 32% of the school day with ranges between 0% and 54% of the day (4/11/18-50%, 4/12/18 - 54%, 4/13/18 - 23% and 4/16/18 - 0%). When sleeping, XXXX sleeps soundly and is typically unresponsive to staff efforts to wake him. The rate of sleeping in class continues to be reported daily to mother by Ms. XX. XXXX had no removals from class for unsafe behavior for this review period. Direct 1:1 adult proximity control/active supervision provided through this review period was 41% of intervals (range 23%-54%). Ms. XX reports XXXX has not participated in special areas over this period as staff were concerned that given his dysregulated state prior to specials that he would not do well during specials. Based on recommendations from OTR, we discussed offering/using the weighted blanket prior to transition to gym and bringing the weighted blanket to gym and offering XXXX interval breaks to sit with the weighted blanket during gym. |
| 1. DATE: 5/2/18 PRESENT: XX, XX SUMMARY STATEMENT OF PROGRESS MONITORING DATA: Nine days of progress monitoring data were revieed (4/17/18,4/20/18, 4/23/18, 4/24/18, 4/25/18, 4/26/18, 4/27/18, 4/30/18 and 5/1/18). XXXX was absent 4/18/18 and 4/19/18. Over this 9-day sample the average rate of occurrence of the target behavior was 45% (range 17% - 82%). This is a significant increase from the average rate of occurrence seen on last review 4/18/18 (24%) and represents a return to rate seen on baseline (45%). Calculated since the start of intervention on 3/19/18 the average rate of occurrence of the target behavior has been 32% of intervals, representling at this time an overall decrease from baseline rate (45%) though recent trend is an increasing one. Over this same 9-day sample the secondary measure of aggressive behavior had an average occurrence rate of 14% (range 0%-47%). This represents a significant increase from the average rate of occurrence seen on last review 4/18/18 (4%) and approximates the rate seen on baseline (14%). Calculated since the start of intervention on 3/19/18 the average rate of occurrence of aggressive behavior has been 16% of intervals, a slight overall increase from baseline (14%). XXXX is continuing to sleep in class at a high rate. Over this 9-day sample XXXX slept on average 30% of the school day (ranges 0%-88%). XXXX continues to be difficult to rouse when sleeping; he sleeps soundly and typically remains unresponsive to staff efforts to wake him. This high rate of deep sleep continues to be reported to mother daily by Ms. XX. Since the last review on 4/18/18 XXXX has not used the Time Out Room to date for this review period. XXXX was removed from class due to unsafe behavior on 4 occasions over this review period; average duration was 38 minutes (range 30-45 minutes). Direct 1:1 adult proximity control/active supervision provided through this review period was 4% of intervals on average (range 0%-16%). This represents a decrease on average over this review period from last review period (41%) and may in part e reflective of recent increases in classroom student enrollment. Medical status remains unchanged since review on 4/18/18; medications have remained the same as at last review. Next psychiatric appointment is scheduled for 5/10/18. |
| 1. DATE:       PRESENT:       SUMMARY STATEMENT OF PROGRESS MONITORING DATA: |
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| **SECTION 1 - SETTING EVENT INTERVENTIONS**  **Setting Event Intervention 1:**  **START DATE:** 3/19/18 **END DATE:**        **Is this a current intervention?**  Yes  No  INTERVENTION:  Sensory accomodation  STAFF PERSON RESPONSIBLE:  XX, XX, XX and XX  WHAT TASK THEY ARE RESPONSIBLE TO DO:  Head phones will be made available to XXXX prior to entry into a noisy environment  WHEN THEY ARE RESPONSIBLE TO DO THE TASK:  Prior to entry into any noisy or potentially noisy environment in the school | |
| **REVIEW DATE :** 4/11/18 | Continue XXXX has now independently asked to use his headphones appropriately on at least two occasions to date (4/9/18 and 4/10/18)  Revised (specify):        Fade (specify):        Discontinue (reason): |
| **REVIEW DATE :** 4/18/18 | Continue XX reports use through this perod on one occasion. XXXX is reported to continue to independently ask for them.  Revised (specify):        Fade (specify):        Discontinue (reason): |
| **REVIEW DATE :** 5/2/18 | Continue Through this reporting period XXXX has not asked independently for the use of the headphones. Staff continue to make them available and prompt there use  Revised (specify):        Fade (specify):        Discontinue (reason): |
| **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): |
| **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): |
| **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): |
| **Setting Event Intervention 2:**  **START DATE:** 3/19/18 **END DATE:**        **Is this a current intervention?**  Yes  No  INTERVENTION:  Increase proximity and active supervision  STAFF PERSON RESPONSIBLE:  XX, XX, XX and XX  WHAT TASK THEY ARE RESPONSIBLE TO DO:  Close proximity to an adult and/or 1:1 support whenever available in the classroom  WHEN THEY ARE RESPONSIBLE TO DO THE TASK:  Throughout the school day and in particular during transitions betweeen areas in the school building and in noisy environments | |
| **REVIEW DATE :** 4/11/18 | Continue This continues - whenever there is a free staff person available to sit 1:1 with XXXX; this is being provided.  Revised (specify):        Fade (specify):        Discontinue (reason): |
| **REVIEW DATE :** 4/18/18 | Continue This continues - whenever there is a free staff person available to sit 1:1 with XXXX; this is being provided. Over this 4-day reporting period XXXX was provided 1:1 proximity support on average 41% of intervals throughout the school day (based on intervals during which he was awake) with a range between 12% and 54% of intervals.  Revised (specify):        Fade (specify):        Discontinue (reason): |
| **REVIEW DATE :** 5/2/18 | Continue This continues to be provided whenever there is an available staff person to provide immediate proximity control and active supervision. Rates of 1:1 adult proximity control/active supervision over this review period was 4% of intervals on average (range 0%-16%). This decreased availability fro m that average seen in the last reporting period (41%) may be reflective of recent increased class student enrollment.  Revised (specify):        Fade (specify):        Discontinue (reason): |
| **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): |
| **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): |
| **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): |
| **Setting Event Intervention 3:**  **START DATE:** 3/19/18 **END DATE:**        **Is this a current intervention?**  Yes  No  INTERVENTION:  Daily alternate individual entry routine  STAFF PERSON RESPONSIBLE:  XX, XX, XX and XX  WHAT TASK THEY ARE RESPONSIBLE TO DO:  Upon entry in the morning daily XXXX will have a 5-8 minute meeting 1:1 with an adult. This will provide non-contingent proactive attention. The time will be used to review the social story focused on the replacement behavior that XXXX can use, how and when he can access headphones in noisy environments, a review of the First/Then strategies he may be asked to use during the school day with precorrection & rehearsal of outcomes based on choices presented as part of the First/Then contingency.  WHEN THEY ARE RESPONSIBLE TO DO THE TASK:  Daily upon XXXX's arrival at school   |  |  | | --- | --- | | **REVIEW DATE :** 4/11/18 | Continue When XXXX is sleeping first thing in the morning for the first two days back to school since break/medication change this intervention is being delivered by class staff instead of the social worker due to scheduling availability issues  Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** 4/18/18 | Continue Staff continue to modify time of delivery based on continuing sleep upon arrival. Days when XXXX falls asleep on entry class staff are providing this intervention when he wakes.  Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** 5/2/18 | Continue Staff continue to be available based on when XXXX wakes up on days that he is asleep at the start of the day.  Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): |   **Setting Event Intervention 4:**  **START DATE:**       **END DATE:**        **Is this a current intervention?**  Yes  No  INTERVENTION:    STAFF PERSON RESPONSIBLE:    WHAT TASK THEY ARE RESPONSIBLE TO DO:    WHEN THEY ARE RESPONSIBLE TO DO THE TASK:     |  |  | | --- | --- | | **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): |   **Setting Event Intervention 5:**  **START DATE:**       **END DATE:**        **Is this a current intervention?**  Yes  No  INTERVENTION:    STAFF PERSON RESPONSIBLE:    WHAT TASK THEY ARE RESPONSIBLE TO DO:    WHEN THEY ARE RESPONSIBLE TO DO THE TASK:     |  |  | | --- | --- | | **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): | | |

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| **SECTION 2 - ANTECEDENT INTERVENTIONS**  **Antecedent Intervention 1:**  **START DATE:** 3/19/18 **END DATE:**        **Is this a current intervention?**  Yes  No  INTERVENTION:  Increase non-contingent attention  STAFF PERSON RESPONSIBLE:  XX, XX, XX and XX  WHAT TASK THEY ARE RESPONSIBLE TO DO:  Rates of non-contingent adult attention will be increased on an interval schedule using an interval timer  WHEN THEY ARE RESPONSIBLE TO DO THE TASK:  Throughout the school day | |
| **REVIEW DATE :** 4/11/18 | Continue Use of interval timer to prompt delivery of non-contingent attention continues. Currently, XX has been primary interventionist with this intervention but she will start a shared schedule with TAs XX and XX this week. Current schedule of prompts is every 10 minutes throughout the day  Revised (specify):        Fade (specify):        Discontinue (reason): |
| **REVIEW DATE :** 4/18/18 | Continue Team again discussed need to share the use of the vibrating interval timer throughout the day.  Revised (specify):        Fade (specify):        Discontinue (reason): |
| **REVIEW DATE :** 5/2/18 | Continue        Revised (specify): Increase rates of non-contingent reinforcement from every 10 minutes to a variable fixed schedule of every 10 minutes alternating with every 5 minutes.  Fade (specify):        Discontinue (reason): |
| **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): |
| **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): |
| **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): |
| **Antecedent Intervention 2:**  **START DATE:** 3/19/18 **END DATE:**        **Is this a current intervention?**  Yes  No  INTERVENTION:  Ensure a positive re-entry to class  STAFF PERSON RESPONSIBLE:  XX, XX, XX and XX  WHAT TASK THEY ARE RESPONSIBLE TO DO:  XXXX will be individually and positively greeted by an adult upon his return to the classroom following any removal; 1:1 support will be provided to re-enter him into activity choices  WHEN THEY ARE RESPONSIBLE TO DO THE TASK:  Anytime XXXX is being re-entered into the classroom following a removal from class | |
| **REVIEW DATE :** 4/11/18 | Continue Staff continue this intervention with immediate positive greeting upon every re-entry to class. XXXX has had 4 removals from class over this 5-day review period (twice on 3/27/18 and twice on 3/29/18).  Revised (specify):        Fade (specify):        Discontinue (reason): |
| **REVIEW DATE :** 4/18/18 | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): |
| **REVIEW DATE :** 5/2/18 | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): |
| **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): |
| **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): |
| **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): |
| **Antecedent Intervention 3:**  **START DATE:** 3/19/18 **END DATE:**        **Is this a current intervention?**  Yes  No  INTERVENTION:  Increase rates of behaviorally stated praise/contingent attention  STAFF PERSON RESPONSIBLE:  XX, XX, XX and XX  WHAT TASK THEY ARE RESPONSIBLE TO DO:  Increase rates of behaviorally stated praise throughout the day for any time spent in seat or in assigned area or for engaging in quiet behaivor  WHEN THEY ARE RESPONSIBLE TO DO THE TASK:  Anytime staff observe XXXX remaining in his seat/assigned area and/or not engaging in noise making behaviors.   |  |  | | --- | --- | | **REVIEW DATE :** 4/11/18 | Continue This intervention continues anytime staff observe XXXX engaging in time spent in seat/area and/or engaged in quiet behavior.  Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** 4/18/18 | Continue Reviewed and modeled again with staff including TAs how to phrase behaviorally stated praise statements  Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** 5/2/18 | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): |   **Antecedent Intervention 4:**  **START DATE:** 3/19/18 **END DATE:**        **Is this a current intervention?**  Yes  No  INTERVENTION:  First/Then strategies  STAFF PERSON RESPONSIBLE:  XX, XX, XX and XX  WHAT TASK THEY ARE RESPONSIBLE TO DO:  Use of First/Then strategies throughout the day and in any demand situations focused on access to attention and/or tangible as the contingency. The "First" (demand) will always be stated as a choice XXXX can make between demands (example: XXXX, FIRST choose to do one of these: (this) or (that). THEN, you can have time on the computer)  WHEN THEY ARE RESPONSIBLE TO DO THE TASK:  Use First/Then strategies anytime there is an academic demand or when XXXX is requesting an activity that is not otherwise immediately available to him   |  |  | | --- | --- | | **REVIEW DATE :** 4/11/18 | Continue XXXX appears to be internalizing the First/Then strategy; when prompted can now restate the strategy.  Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** 4/18/18 | Continue Team discussed how to use an assessment of high value items/activities in the moment to manipulate as the contingency reinforcer for the "Then" contingency of the "First/Then" intervention; think about evaluating reinforcers that present in the moment as powerful or high value based on what XXXX is asking for.  Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** 5/2/18 | Continue        Revised (specify): In certain situations social reinforcement with peers appears to be the highly preferred activity; in those circumstances team will try structuring the "First/Then" contingency using immediate time-limited access to adult-supervised peer play with preferred peer as identified by XXXX.  Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): |   **Antecedent Intervention 5:**  **START DATE:** 3/19/18 **END DATE:**        **Is this a current intervention?**  Yes  No  INTERVENTION:  Instructional choice  STAFF PERSON RESPONSIBLE:  XX, XX, XX, and XX  WHAT TASK THEY ARE RESPONSIBLE TO DO:  Teaching staff will always provide a choice of instructional activities for XXXX to choose from. This can include a choice between adult-selected and sanctioned specific activities and can also include a choice as to where he completes the activity in the classroom (at his table vs. at the small group table, for instance). Any instructional demand should include at least one activity that is constructed at an independent level for XXXX.  WHEN THEY ARE RESPONSIBLE TO DO THE TASK:  During all instructional demand times in class   |  |  | | --- | --- | | **REVIEW DATE :** 4/11/18 | Continue Two options for the demand situation continue to be offered for XXXX to choose from  Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** 4/18/18 | Continue Two options for the demand situation continue to be offered for XXXX to choose from  Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** 5/2/18 | Continue        Revised (specify): During ELA and/or Math small group consider use of access to preferred adult attention (Ms. XX) as the "Then" contingency of the choice offered instructionally. Modify instrucitonal demand to small portions of task for access to preferred adult sequentially thorough instructional period; use visual cue (yellow highlighter) to identify require "First" demand . For example, highlight his name at the top of the page as the "First" demand, provide access to preferred adult as the "Then" contingency and repeat sequencing of these "First/Then" contingencies throughout completion of the instructional demand or instrucitonal time period.  Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): |   **Antecedent Intervention 6:**  **START DATE:** 3/19/18 **END DATE:**        **Is this a current intervention?**  Yes  No  INTERVENTION:  Prompting  STAFF PERSON RESPONSIBLE:  XX, XX, XX and XX  WHAT TASK THEY ARE RESPONSIBLE TO DO:  Prompt XXXX that he has the option to use head phones prior to any anticipated entry into a potentially noisy environment  WHEN THEY ARE RESPONSIBLE TO DO THE TASK:  Anytime staff anticipate entry into a noisy environment   |  |  | | --- | --- | | **REVIEW DATE :** 4/11/18 | Continue Prompting continues to be provided for this intervention by all classroom staff prior to entry into a noisy environment  Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** 4/18/18 | Continue Prompting continues to be provided for this intervention by all classroom staff prior to entry into a noisy environment  Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** 5/2/18 | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): |   **Antecedent Intervention 7:**  **START DATE:** 4/18/18 **END DATE:**        **Is this a current intervention?**  Yes  No  INTERVENTION:  Use of a weighted blanket  STAFF PERSON RESPONSIBLE:  XX, XX, XX and XX  WHAT TASK THEY ARE RESPONSIBLE TO DO:  Staff can prompt XXXX following unstructured activity and/or prior to seat work and/or upon morning entry and/or prior to dismissal that he can have access to use of the weighted blanket in a quiet spot in the classroom as a means to calm/re-regulate.  WHEN THEY ARE RESPONSIBLE TO DO THE TASK:  Per recommendation of OTR (4/12/18) the weighted blanket should be used following any unstructured activity (lunch, recess, gym, free play) and/or prior to seated work and/or at the beginning of the day or end of the day prior to XXXX leaving school. Time using the blanket should be in a quiet spot in the classroom, and can be used for between 5 and 15 minutes depending on how overstimulated XXXX appears to be.   |  |  | | --- | --- | | **REVIEW DATE :** 5/2/18 | Continue The weighted blanket has been made available and it's use prompted. Intially he was receptive to it's use; more recently, he uses it less frequently. Typically, in the last few days, he will refuse it's use when offered. The blanket is kept within sight so XXXX can request it's use independently at any time. Staff have instructed him on how to access the use of the blanket by verbally requesting it's use.  Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): | | |

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| **SECTION 3 – INTERVENTIONS TEACHING ALTERNATE BEHAVIORS**  **Interventions Teaching Alternate Behaviors 1:**  **START DATE:** 3/19/18 **END DATE:**        **Is this a current intervention?**  Yes  No  INTERVENTION:  Direct explicit teaching of the replacement behavior.  STAFF PERSON RESPONSIBLE:  XX,XX, XX, XX  WHAT TASK THEY ARE RESPONSIBLE TO DO:  The replacement behavior will be taught to XXXX by the social worker individually in the classroom using explicit instruction, practice and rehearsal. This will be accomplished through daily morning alternate entry routine. Teaching staff will support this instruction through the use of incidental teaching opportunities throughout the day. This will additionally be supported by classroom staff through the use of daily review of the social story as part of XXXX's daily alternate individual entry routine when social worker is not available to do so.  WHEN THEY ARE RESPONSIBLE TO DO THE TASK:  Daily within the classroom upon XXXX's entry in the morning | |
| **REVIEW DATE :** 4/11/18 | Continue Ms. XX has provided this explicit teaching 3/5 days over this period (3/27, 28, 29) and class staff have provided this on 4/9 and 4/10.  Revised (specify):        Fade (specify):        Discontinue (reason): |
| **REVIEW DATE :** 4/18/18 | Continue XX has provided explicit teaching 3/4 days over this period (4/12/18, 4/13/18, & 4/16/18). Class staff have provided this on 4/11/18.  Revised (specify):        Fade (specify):        Discontinue (reason): |
| **REVIEW DATE :** 5/2/18 | Continue XX has provided explicit teaching 7/9 days during this review period except for 4/25/18 and 5/1/18. On those days the teaching program was run by Ms. YY in Ms. XX absence.  Revised (specify):        Fade (specify):        Discontinue (reason): |
| **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): |
| **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): |
| **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): |
| **Interventions Teaching Alternate Behaviors 2:**  **START DATE:** 3/19/18 **END DATE:**        **Is this a current intervention?**  Yes  No  INTERVENTION:  Social story  STAFF PERSON RESPONSIBLE:  XX, XX, XX, and XX  WHAT TASK THEY ARE RESPONSIBLE TO DO:  Use of a social story will support direct explicit instruction in the replacement behavior and will include reference to the option to use headphones in noisy environments as well as review of First/Then contingencies. The social story will be used by staff as part of XXXX's daily alternate individual entry routine.  WHEN THEY ARE RESPONSIBLE TO DO THE TASK:  Daily within the classroom upon XXXX's entry in the morning | |
| **REVIEW DATE :** 4/11/18 | Continue Team does not want to make any changes to the social story at this point. Continue use as written.  Revised (specify):        Fade (specify):        Discontinue (reason): |
| **REVIEW DATE :** 4/18/18 | Continue Team does not want to make any changes to the social story at this point. Continue use as written. XXXX now can independently "read"(recall) most of the story aloud to staff when prompted.  Revised (specify):        Fade (specify):        Discontinue (reason): |
| **REVIEW DATE :** 5/2/18 | Continue Continue as written. XXXX continues to willing participate in use of the social story; prefers Ms. XX .  Revised (specify):        Fade (specify):        Discontinue (reason): |
| **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): |
| **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): |
| **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): |
| **Interventions Teaching Alternate Behaviors 3:**  **START DATE:** 3/19/18 **END DATE:**        **Is this a current intervention?**  Yes  No  INTERVENTION:  Incidental teaching  STAFF PERSON RESPONSIBLE:  XX,XX, XX, and XX  WHAT TASK THEY ARE RESPONSIBLE TO DO:  Staff will arrange incidental teaching opportunities throughout the day to prompt the use and reinforcement of the replacement behavior; the use and reinforcement of verbally identifying noisy environments and requesting headphones in noisy environments  WHEN THEY ARE RESPONSIBLE TO DO THE TASK:  Staff should daily create opportiunities for incidental teaching of the replacement behavior and/or identification of a noisy environment and/or request to use headphones related to a noisy environment   |  |  | | --- | --- | | **REVIEW DATE :** 4/11/18 | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** 4/18/18 | Continue Team discussed how to structure incidental teaching using the "First/Then" contingency across settings including out of class opportunities (i.e., social work office, etc.)  Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** 5/2/18 | Continue Team problem solved use of the "First/Then" strategy during morning direct instruction with Ms. XX in class when preferred peers are in proximity.  Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): |   **Interventions Teaching Alternate Behaviors 4:**  **START DATE:**       **END DATE:**        **Is this a current intervention?**  Yes  No  INTERVENTION:    STAFF PERSON RESPONSIBLE:    WHAT TASK THEY ARE RESPONSIBLE TO DO:    WHEN THEY ARE RESPONSIBLE TO DO THE TASK:     |  |  | | --- | --- | | **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): |   **Interventions Teaching Alternate Behaviors 5:**  **START DATE:**       **END DATE:**        **Is this a current intervention?**  Yes  No  INTERVENTION:    STAFF PERSON RESPONSIBLE:    WHAT TASK THEY ARE RESPONSIBLE TO DO:    WHEN THEY ARE RESPONSIBLE TO DO THE TASK:     |  |  | | --- | --- | | **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): | | |

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| **SECTION 4 - CONSEQUENCE INTERVENTIONS**  **(Must have a minimum of 1 intervention for Target Behavior and one intervention for Replacement Behavior)**  **Consequence Interventions for Target Behavior 1:**  **START DATE:** 3/19/18 **END DATE:**        **Is this a current intervention?**  Yes  No  INTERVENTION:  Planned ignoring/contingent attention  STAFF PERSON RESPONSIBLE:  XX, XX, XX and XX  WHAT TASK THEY ARE RESPONSIBLE TO DO:  When XXXX engages in the target behavior planned ignoring will be used. Upon cessation of the target behavior immediate contingent attention and the use of behaviorally stated praise provided to XXXX; initially contingent attention can be provided even for approximations of desirable behavior. For example: If XXXX is out of his seat but moves into close proximity to his seat/desk behavior specific praise can be provided for this approximation of the desired behavior of a return to his seat/desk.  Planned ignoring will not be used when/if XXXX engages in any behavior that is unsafe to self or others  WHEN THEY ARE RESPONSIBLE TO DO THE TASK:  Anytime XXXX engages in the target behaivor.  Planned ignoring will not be used when/if XXXX engages in any behavior that is unsafe to self or others | |
| **REVIEW DATE :** 4/11/18 | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): |
| **REVIEW DATE :** 4/18/18 | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): |
| **REVIEW DATE :** 5/2/18 | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): |
| **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): |
| **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): |
| **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): |
| **Consequence Interventions for Target Behavior 2:**  **START DATE:** 3/19/18 **END DATE:**        **Is this a current intervention?**  Yes  No  INTERVENTION:  Therapeutic Crisis Intervention in School (TCIS) - \*THIS IS NOT TO INCLUDE USE OF PHYSICAL RESTRAINT\*  STAFF PERSON RESPONSIBLE:  XX, XX, XX, XX and any TCIS trained first responder staff in the building including hall monitor and/or HSC  WHAT TASK THEY ARE RESPONSIBLE TO DO:  In the event XXXX presents as emotionally or behaviorally dysregulated, staff will use Therapeutic Crisis Intervention in Schools (TCIS) recommended de-escalation and deflection strategies Due to XXXX's asthma physical restraint is not to be used per mother's request. As of 3/15/18 mother indicated she will obtain a phiscian order for this modification to use of Tcis procedures.  WHEN THEY ARE RESPONSIBLE TO DO THE TASK:  Anytime XXXX presents as emotionally or behaviorally dysregulated | |
| **REVIEW DATE :** 4/11/18 | Continue XXXX was removed on 4 occasions over this period. Prior to removeal TCIS de-escalation stratgies were implemented by class staff.  Revised (specify):        Fade (specify):        Discontinue (reason): |
| **REVIEW DATE :** 4/18/18 | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): |
| **REVIEW DATE :** 5/2/18 | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): |
| **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): |
| **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): |
| **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): |
| **Consequence Interventions for Target Behavior 3:**  **START DATE:** 3/19/18 **END DATE:**        **Is this a current intervention?**  Yes  No  INTERVENTION:  Time Out Room  STAFF PERSON RESPONSIBLE:  Building staff currently trained in use of City School District of Albany Time Out Room protocols and procedures  WHAT TASK THEY ARE RESPONSIBLE TO DO:  If the student's level of escalation while in the time out room poses a threat to his/her own health or safety or that of others or continues beyond 20 minutes while in the time out room, the building principal shall be notified (if not already informed) and the parent will be contacted. If the student cannot be re-directed or re-engaged within 60 minutes, alternate options to protect the health and safety of the student shall be considered (agreed upon removal, contact Mobile Crisis, discipline, etc.). All other City School District of Albany policy and procedures regarding regulated use of the Time Out Room apply, including parental notification and use data (frequency, duration, date, time, etc.)  WHEN THEY ARE RESPONSIBLE TO DO THE TASK:  Time Out Room should only be used at times when the student presents behaviorally consistent with the current City School District of Albany recommendations for time out room use | |
| |  |  | | --- | --- | | **REVIEW DATE :** 4/11/18 | Continue There has been 0 use of the Time Out Room over this period by XXXX.  Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** 4/18/18 | Continue There has been 0 use of the Time Out Room over this period by XXXX.  Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** 5/2/18 | Continue There has been 0 use of the Time Out Room over this period by XXXX  Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): |   **Consequence Interventions for Replacement Behavior 1:**  **START DATE:** 3/19/18 **END DATE:**        **Is this a current intervention?**  Yes  No  INTERVENTION:  Immediate reinforcement paired with behavior specific praise for use of the replacement behavior  STAFF PERSON RESPONSIBLE:  XX, XX, XX, XX, XX, XX and XX  WHAT TASK THEY ARE RESPONSIBLE TO DO:  Anytime XXXX uses the replacement behavior it should result in both behavior specific praise and an adult immediately sitting with XXXX or allowing XXXX access to peer interaction/attention (for short periods of time IF access to peer attention is consistent with availability and activity in class)  WHEN THEY ARE RESPONSIBLE TO DO THE TASK:  Anytime XXXX uses the replacement behavior   |  |  | | --- | --- | | **REVIEW DATE :** 4/11/18 | Continue As reported by XX, XXXX has used the replacement behavior independently on two occasions over this period (both on 4/10)  Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** 4/18/18 | Continue XXXX is reported by staff to continue to use the replcement behavior with increasing frequency and increasing independence.  Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** 5/2/18 | Continue XXXX continues to use the replacement behavior independently on occasion but predominantly this is still requiring prompting by staff.  Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): |   **Consequence Interventions for Replacement Behavior 2:**  **START DATE:**       **END DATE:**        **Is this a current intervention?**  Yes  No  INTERVENTION:    STAFF PERSON RESPONSIBLE:    WHAT TASK THEY ARE RESPONSIBLE TO DO:    WHEN THEY ARE RESPONSIBLE TO DO THE TASK:     |  |  | | --- | --- | | **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): | | **REVIEW DATE :** | Continue        Revised (specify):        Fade (specify):        Discontinue (reason): | | |

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| **PROGRESS MONITORING** | |
| A SCHEDULE TO MEASURE THE EFFECTIVENESS OF THE INTERVENTIONS WILL BE ESTABLISHED USING THE SAME METHOD THAT WAS USED TO COLLECT BASELINE DATA:  Progress Monitoring Data will be collected using the following method:  Primary Method: Secondary Method (Optional):  Who will collect progress monitoring data? Classroom Teacher and TA's - XX, XX, XX  At what intervals will data be collected? (Example: Daily, Every other day or Weekly. Low frequency behaviors must be documented “as they occur”) Data on both the target behavior and the secondary behavior measure will be collected in 15 minute intervals all day every day; Data regarding use of the Time Out Room will be collected by Student Support Team staff - XX, XX, XX, XX and XX - and/or classroom staff accompanying/supervising XXXX in the SST suite including XX, XX and XX.  Data collected will be reviewed by the student’s fba team on the following date (Data should be reviewed minimally every 6-8 weeks):  Every week to start, 3/23/18, 4/11/18, 4/18/18 (Team decided to start an every other week schedule given current gains on measure of Target Behavior), 5/2/18  NEXT: 5/18/18 | |
| **FAMILY CONTACT** | |
| Parent/Guardian Contact/Communication Will Be Done Using:  Phone Contacts (Specify Frequency): Weekly  Forms Mailed Home (Specify Form/Frequency):  E-Mails (Specify Frequency): | Who is responsible for family contact:  XX and XX |