

Targeted Behavior Intervention Documentation

Student: Billy Morgan District/Building: ABC Elementary Date: 3-10-23

Student has the following in place: IEP Yes No
504 Plan Yes No

Target Behavior(s): Define target/problem behavior(s) in measurable and observable terms.

Throwing Items - uses hand or arm to move item more than 6 inches from its original location, such as throwing task materials across the classroom or food items in the cafeteria; excludes throwing balls and other allowed toys during recess and PE class

Out of Seat - moves more than 1 foot from designated area (ex. desk, carpet, class line, etc.) without permission

Behavior Goal(s):

With positive behavior supports in place, Billy will earn at least 80% of daily points for being responsible (take care of materials by refraining from throwing items and putting away task and leisure materials when prompted) for 10 consecutive school days, as measured by Check-in/Check-out (CICO) form completed by his classroom teacher and other school staff.

With positive behavior supports in place, Billy will earn at least 80% of daily points for remaining in his designated area for 10 consecutive school days, as measured by Check-in/Check-out form completed by his classroom teacher and other school staff.

Was this goal(s) added to the student's IEP / 504 Plan? Yes No

Progress Monitoring: Describe procedures for collecting and analyzing data to monitor progress toward behavior goal(s) listed above.

(form selected, who/when/how often data will be collected, analysis of data, review of progress, decide on next steps)

classroom teacher and other school staff (resource teacher, activity class teachers, recess monitor, lunch monitors) provide behavior ratings on daily CICO form - CICO data reviewed/graphed weekly by resource teacher - IEP team to review progress in 45 days at team meeting

Fidelity: Describe procedures for collecting and analyzing data to monitor implementation of interventions/supports listed below.

(form selected, who/when/how often data will be collected, analysis of data, decide on next steps)

*Resource teacher - weekly review of CICO sheets and parent log in parent-communication folder to monitor completion

*One weekly observation (school counselor, AP, or resource teacher) with fidelity checklist that includes all interventions/supports listed below

ANTECEDENT INTERVENTIONS

Instructions: Complete one row for each intervention used. Add additional rows if needed.

Intervention	Procedure for Implementation	By whom and where will the intervention be implemented?	Review Date
Parent-Teacher Communication Folder	classroom teacher will send home folder in student backpack daily - folder will include daily CICO sheet, parent log, and any other important information - parent will make notes (as needed) and sign log daily, as well as sign and return CICO form to folder - student will bring folder back to school each morning - teacher will review folder each morning	classroom teacher and parent	4-24-23
Visual Icon / Schedule	visual schedule contained within daily CICO sheet - review schedule with student each morning at check-in - use to transition between activities throughout school day - store where student always has access to schedule	classroom teacher, resource teacher, activity class teachers, lunch and recess monitors	4-24-23
	laminated cards with visual icons of most common instructions (ex. Hold your things, go to desk/carpet/line/etc, use quiet voice, raise hand to be called on) used to provide instructions/prompts	classroom teacher, resource teacher, activity class teachers, lunch and recess monitors	4-24-23

DIRECT SKILLS INSTRUCTION RELATED TO BEHAVIOR

Instructions: Complete one row for each intervention used. Add additional rows if needed.

Intervention	Procedure for Implementation	By whom and where will the intervention be implemented?	Review Date

CONSEQUENCE INTERVENTIONS

Instructions: Complete one row for each intervention used. Add additional rows if needed.

Intervention	Procedure for Implementation	By whom and where will the intervention be implemented?	Review Date
Positive Reinforcements	<u>Check-In/Check-Out (CICO)</u> - student checks in with school counselor each morning to receive CICO sheet, review daily schedule and behavior expectations (ex. in area and responsible), and set a daily goal - teachers and other school staff provide verbal feedback to student on student's behavior and complete behavior ratings on CICO sheet at designated times throughout school day - student checks out with school counselor at end of each school day to review completed CICO sheet and deliver reward if earned) - parent reviews completed sheet with student, signs form, and returns it to the student folder	school counselor, classroom teacher, resource teacher, activity class teachers, lunch and recess monitors	4-24-23
Redirection from adult	when Billy is engaging in undesired behaviors (wandering the room, throwing items, talking out, playing with toys during work time, etc.), teacher (or other school staff working with Billy) will redirect Billy to engage in an expected behavior by providing a "do" statement and/or showing him a visual icon depicting the expected behavior	All school staff working with Billy	4-24-23