

Last Updated: 4/15/15

Student: Student

Purpose: Review of Current Reactive Strategies

Behavior Management Strategies

Location: ABS Program at Shawnee Mission South High School

Case Manager: Sara Dziadosz

### **Planning Sessions/Meetings Where Strategies and Updates Were Discussed**

Diagnostic Team Meetings: 8/19/14, 8/26/14, 9/2/14, 9/23/14, 10/14/14, 11/18/14, 1/27/2015, 2/10/15, 3/10/15, 3/24/15, 4/7/15, 4/14/15

Other Formalized Team Meetings (does not include informal interactions and conversations): 2/23/15 (Dziadosz, Wallace), 3/24/15 (Dziadosz, Wallace), 3/24/15 (Dziadosz, Burvee), 3/26/15 (Dziadosz, Burvee), 4/1/15, 4/15/15

IEP Meetings: 11/7/14 (annual review), 2/24/15 (reevaluation)

Family Meetings: 3/10/15, 4/2/15

### **Strategies Employed Key:**

o not successful

^ nominally/transiently successful

^^ moderately/frequently successful

^^^ highly/consistently successful

Description of Intervention	Time of Implementation	Outcomes
^1. Full-day placement in ABS program at SMSHS	August 2014-present	Limited, temporary progression in academic and social programming (doing some academic work from November 2014-February 2015). Currently not successful in maintaining attendance or work completion (see separate report).
^2. Weekly visit with Special Education Social Worker	August 2014-present	Lack of progression with utilizing coping strategies to prevent elopement from campus. Regression within the past 3 weeks, evidenced

		by her refusal to discuss alternatives to elopement. Ceases discussion and avoids eye contact.
o3. Attending Art (per student/parent request in spring 2014) in the general ed setting with para support	August 2014-present	Completing no art or assignments of any kind in the setting. Few interactions with staff or peers in the gen ed setting. Student requesting to stop going to the class and to remain in ABS room.
^4. Assisting with cleaning and animal care in the Environmental Education room as an incentive for attendance and work preparation.	September 2014-December 2014	Student was able to sweep and clean counters with staff direction and reminders. Student was able to give food and water to small animals without adult redirection. Intervention was stopped in January 2015 after student made a series of 4 comments about harming animals. Additional comments about roadkill she saw on her trip to Colorado after Spring Break.
o5. Provided with time to walk in the SMESL for 25/50 minutes if she could maintain attendance in Art during period 6 for 25/50 minutes.	March 2015-present	Student has not yet been present at school post-Spring Break during period 6 (eloping from campus or being picked up early) in order to utilize this strategy.  Option was offered 3/27/15; student remained lying down on beanbags in 151 and would not go to class. Reward was not provided since criteria were not met.
o6. Provided with access to room 140E as a “break room/cool off space” for up to 30 minutes at a time when she is feeling overwhelmed	August 2014-present	Student has never successfully utilized this intervention. Student, instead, walks off campus and goes home.

<p>by the noise and activity of the other 3 students in the ABS room.</p> <p>***provided with a rehearsal of this strategy in late August 2014, 3/11/15, 3/12/15, 3/27/15</p>		
<p>^7. Creation of a “personal space” in one corner of the ABS room (brought in a chair, beta fish in a bowl from home) for decompression.</p>	<p>March 2015-present</p>	<p>Student feeds fish in the morning but chooses to sit at the common table or rest on the beanbags provided by the teacher for use by all students. Does not utilize her own area on a regular basis.</p>
<p>^8. Unrestricted access tactile fidgets/stress relievers for physical decompression (exercise ball, handheld fidgets, stress balls, etc...).</p>	<p>August 2014-present</p>	<p>Student frequently used the exercise ball for bouncing/sitting from August-October 2014, but stopped using it. Staff has suggested use of other objects for stress relief throughout the year, but student has not chosen to attempt.</p>
<p>o9. Attending Game Day once per week with Ms. Hochler’s class as a way to work on being around other people in a low-stress setting</p>	<p>August 2014-present</p>	<p>Student was able to attend Game Day and observe from a distance from August-December 2014. Since January 2015, Student has refused to attempt to go to Game Day, instead sleeping and failing to respond when spoken to in room 151 during this time.</p>
<p>^10. Self-pacing/self-choosing academic tasks from a menu of choices (“to do” list on the board).</p>	<p>August 2014-present</p>	<p>For much of this school year, Student has refused to attempt academic work (sleeping, staring at the wall, turning her head away from speaker, eloping from campus). Between November 2014-February</p>

		2015, Student was doing a good job of choosing and completing assignments, but that stopped abruptly at the start of March 2015.
o11. 10-minute redirection to academic tasks (gradual increase from no demand to the 10-minute interval) when sleeping or not completing academic programming	September 2014-March 2015***	<p>Redirections were not effective. Typically lead to Student continuing to sleep/keep eyes closed or (if awake) turning away and not responding to the speaker.</p> <p>***As of March 2015, due to a marked increase in elopement, the team determined to stop redirecting Student to task as long as she stayed in the ABS room.</p>
o12. Contracting to earn tangible reinforcers of choice by being safe, responsible, and respectful in classes (i.e. sleeping time, gift cards, other items)	August 2014-present	Student earned two gift cards during the fall semester, but most of her earned points are spent on sleeping during class. Student has expressed that she “doesn’t want to earn anything” and “doesn’t care.”
^13. Access to a variety of “stations” for escaping demand and sensory input within room 151 (bean bags, butterfly chairs, desks, tables, different types of chairs)	August 2014-present	Student often uses the beanbags as a place to lie down and sleep/close her eyes. This is one strategy she utilizes regularly in order to remain on campus and to avoid eloping.
^^14. Permitted to read any book of her choice in order to avoid academic demand and/or 10 minute redirections.	August 2014-present	Student has successfully utilized this strategy intermittently since coming to SMSHS. However, since she is now receiving no redirection to task when lying down or sleeping, she has ceased to read her own books for entertainment or avoidance of redirection.

<p>^^15. Modification of Geometry curriculum to meet student's current level of academic performance and current level of frustration tolerance for a non-preferred task (15 minutes of modified Geometry per day)</p>	<p>August 2014-present</p>	<p>Student refused to attempt any Geometry at all for the first few months of semester 1. Student began to meet (and sometimes exceed) the 15 minute criteria between November 2014-February 2015. As of March 2015, Student has refused to attempt any Geometry.</p>
<p>^^^16. Elimination of homework for all classes to allow for emotional recovery time at home.</p>	<p>August 2014-present</p>	<p>(Need input from Mrs. Thompson about her perception of this accommodation's impact on home life.)</p>
<p>^17. Participation in a customized Social Skills curriculum to meet student's needs and personal/family social skills goals</p>	<p>August 2014-present</p>	<p>From August 2014-February 2015, this was one of Student's more successful classes. She often engaged in class discussions and completed some work within the ABS Social Skills setting. Since March 2015, Student has stopped participating in class, typically sleeping or absent due to elopement.</p>
<p>^18. Encouraged to bring an MP3 player from home (Mrs. Thompson has provided the device for Student) and earbuds to listen to music in order to self soothe/self-calm/shut out sensory input.</p>	<p>August 2014-present</p>	<p>Student has brought her MP3 player a few times this year, initially bringing it a few times early in semester 1 and bringing it again a few times after the 3/10/15 family meeting. Student does not regularly utilize this strategy to self-soothe/self-calm/shut out sensory input.</p>
<p>^^^19. Provided with advance lunch collection and SPED supervised lunch time away from peers in the ABS room daily.</p>	<p>August 2014-present</p>	<p>Student successfully gets her lunch in advance and eats it in the ABS room. This intervention has been successful for Student; she has never eloped or had a major incident during lunch</p>

		since coming to SMSHS in August 2014.
o20. Special transportation via SPED bus	<p>August 2014-February 2015***</p> <p>***Student stopped riding the SPED bus by choice. This option is still available per her IEP and per transportation service availability</p>	<p>Student rode the bus successfully from August 2014-January 2015. In January 2015, Student complained of a conflict with a peer and complained that the peer was "too slow." Student refused to ride the bus after that and is now transported to school by her mother or brother in the morning. She then is transported home by her mother or brother, or she walks home (weather permitting).</p>
^^^21. Shortened-day and extended time ("spreading out") final exam schedule to reduce stress	December 2014-present	Semester 1 final exams (December 2014) were successful for Student. She was able to complete her exams and did not elope from campus during the final exam period.
o22. Separate, quiet setting for standardized testing. Alternate testing days permitted to accommodate mood/behavior.	August 2014-present.	<p>When informed that it was a testing day and asked when she would like to begin the Reading Assessment on 3/31/15, initially refused to respond, then yelled "NO! I am not doing that!" Shortly after, walked off campus (unclear if this was the primary antecedent for the elopement, likely a contributing factor to the incident).</p> <p>Has not utilized this accommodation.</p>
^^^23. Receives 1:1 supervision of hall passing	August 2014-present	Student has not eloped from campus during hall passing

and bathroom breaks to prevent elopement.		or a bathroom break
^^24. Alternate passing periods (before or after typical peers) to reduce anxiety, as needed	August 2014-present	Student has not expressed anxiety related to passing to and from classes.
o25. Contracted behavior plan (collaboration between family, Student, and team at 4/2/15 meeting) to complete 15 minutes of academic work in the first 15 minutes of the school day, followed by the opportunity to feed and water the animals in the Environmental Science room if criteria is met	April 2015-present	Student has only been in attendance one day since this contract was developed. On that day, Student was unable to meet criteria.
^26. Contracted plan for Art class credit (collaboration between family, Student, and team at 4/2/15 meeting). Student will draw one picture of an animal per day in the Art room setting (seated away from peers)and will receive no feedback from the teacher in order to reduce anxiety and provide a preferred Art task.	April 2015-present	On 4/13/15, Student successfully attended Art in room 223 for 40/50 minutes. She drew a picture of a snake. Student eloped to room 151 to sleep for 10/50 minutes. Has eloped from campus on all other days prior to this class period.