Six- Years-Old

Our main challenge with this student is:
Motivating him to complete work tasks.

Describe the behaviour so someone else can understand what it looks like

- Presents tired each morning.
- Won't follow directions without being personally spoken to/accompanied by a staff member to get started
- Work avoidance; occasionally distracts others around him otherwise sits quietly and does not touch his task.
- Distracts others on the floor by talking to or touching them
- Talks over teachers
- Continually yells out or makes loud noises during instruction time or quiet times
- Ignores requests and must be asked multiple times to follow instructions

Academically this child is
6 months behind in most academic areas.

Things we have already put in place are

- Star reward chart
- Effort boards
- Teacher helper

We believe the level of parent support might be
Slim/none

Any other comments or questions

Trigger	Target	impacT
Any work requested of him	Non-compliant behavior	Seems to be a double- he's getting attention and escape
Revise the Environment	**Replace the Behavior**	**Reframe the Response**
CICO- see previous student report with Check-in/Check-out directions He sounds like he has been involved in some trauma- so having two CICO people would not be a bad thing. Do the one sentence intervention with him. Once a day someone says, "I noticed , then they name something positive about him, and sandwich it with I noticed that." Example: "I noticed you got a haircut, I noticed that."	Use video modeling to show him appropriate responses www.pbisvideos.com for samples- use students in your class to make your videos. Use video self-modeling for appropriate responses https://www.youtube.com/watch?v=m0yj-TKbvnI&t=2s (this is a model of how to do video self-modeling)	Raise quotient of behavior specific praise 6 to 1 ratio. • Thank you for having your eyes on me • Thank you for sitting up in your chair • Thank you for putting your name on your paper (Things you wouldn't normally praise students for- but he'll start to try to get attention that way if he's getting a lot of it). We've taken non-verbal students with very low intelligence and shaped their behavior by labeling every single behavior they approximated. You could also use the STARS rating sheet. John Hattie's research found that students measuring their own success has the highest payoff- this will help him internalize the appropriate behaviors. The one-sentence intervention is also reframing our response- but it has to be set-up in the environment.
It has to be something that doesn't have value on it. You can't say, I noticed you're wearing blue- that's my favorite color." Or you can't say, "I noticed you have a lovely voice when you were singing." When kids have been through trauma and someone says something nice to them, they discount it as "they have to talk that way about me because they are teachers." They don't believe it. When you just notice something about them- then they internalize that they were worthy of notice.		