

Observation Notes

Brady's behavior continued to intensify despite the initial supports. The team collected formal observation data, and the team developed a behavior support plan with Brady's family. This plan has been in place for two weeks. You observe in Brady's classroom to see how well the plan is being implemented.

Foundational Supports	Trainer Notes: Was support present?
<ul style="list-style-type: none"> Teachers will welcome Brady by name every morning. One adult will greet him at the door and show him a visual picture cue about arrival. Teachers will comment when Brady is transitioning appropriate. "Brady, you walked right over to your cubby and hung up your coat!" "Thanks for waiting and taking turns, Brady." 	<ul style="list-style-type: none"> Yes, greeted right away at door. Pam also talked to mom for a minute. warm interaction with smiles and laughter. Pam handed Brady the picture card and he went right over to his cubby. <p>Comments:</p> <ul style="list-style-type: none"> You got it buddy! You are ready for school today! I'm so proud of you for hanging up your coat. Good job. I don't see Brady lining up. Brady stop touching Bryce and line up. I see Brady in line.
Environmental Supports	Trainer Notes: Was support present?
<ul style="list-style-type: none"> Teachers will make sure visual cue cards are available by the classroom door, playground door, and restroom. Teachers will move close to Brady right before each transition warning. Teachers will make sure Brady has access to preferred activities throughout the day and can access them right after doing something hard for him 	<ul style="list-style-type: none"> Cards visible at three places in room. Pam moved to the door at arrival, but for the transition to breakfast, Brady was alone in blocks. Also alone at transition to outdoors. Magna-Tiles (highly preferred) were available after he washed his hands at drop-off. Pam said, "Look, Brady, we've got Magna-Tiles open today. Come check them out now that your hands are clean!" Transition in from outside: not clear what preferred activity was. He avoided coming to the carpet area.

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Targeted Supports	Trainer Notes: Was support present?
<ul style="list-style-type: none">Teachers will model appropriate language to use in transitions: "First I'm going to hang up my coat, then I'm going to wash my hands." "First I'm going to clean up, then I get snack!"Teachers will teach Brady simple phrases to request what he wants or needs:<ul style="list-style-type: none">"One more minute please?" Then set a timer.Teachers will teach Brady to use a simple first-then board during major transitions. They will teach it individually or in small groups. They'll teach Brady to move the pieces on his own schedule.Teachers will teach all children ways to calm down when they feel upset:<ul style="list-style-type: none">Deep breathing "smell the flower, blow out the candle."Clench your fist, your face, your toes, and your feet. Clench your entire body into a tight ball, and then take a deep breath and relax.	<ul style="list-style-type: none">Did not hear modeling of "first-then" language?Did not see a first-then board in the room.Carla asked another child if he wanted one more minute to paint. Ask if this is something they are teaching all children? Did not hear use of "one more minute" with Brady.Pam and Carla both encouraged children to "smell the flower, blow out the candle" when they came to the carpet. Brady was not on carpet and was crying by back door.
Intensive Supports	Trainer Notes: Was support present?
<ul style="list-style-type: none">Teachers will continue reading Brady's scripted story at arrival time. They will read another scripted story to the whole class about transitioning in from outside. They will read it one-on-one with Brady for a few days.When Brady throws himself on the floor or cries, an adult will remain calm and bring over the first-then board. "First we're going to wash our hands, then we're going to play. I'll help you when you're ready." If he continues to cry, adult will try again in a minute: "I see you're not ready. I'll check back in a minute." Adult will continue to supervise to ensure safety. Adult will provide positive attention as soon as Brady stops crying and begins to join the routine.	<ul style="list-style-type: none">Did not hear modeling of "first-then" language?Did not see a first-then board in the room.Carla asked another child if he wanted one more minute to paint. Ask if this is something they are teaching all children? Did not hear use of "one more minute" with Brady.Pam and Carla both encouraged children to "smell the flower, blow out the candle" when they came to the carpet. Brady was not on carpet and was crying by back door.

