In attendance: Caitlin, Tina, Michelle, Shane, Byeong

Next Meeting Date: January 25th 3:45-5:45

Overlaps: February 12 w/ Michelle (4-6pm), February 14 w/ Shane and Caitlin (4-6pm), December 17 w/ Shane (3:45-5:45)

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| Program | Current Status | | | | **Concerns** | | **Resolutions** |
|  | Current Phase | Current Level | | # Levels mastered since last meeting | Current Programs | | |
| Actions | 1 | 9 | | 7 | Mean: 78% Error patterns: | * This program is going well * Continue | |
| Emotion Identification | 2 | 1 | | 8 | Mean:  Error patterns: Answers are not future oriented | * The probe (Phase 3 Level 1) will be conducted once more. If he passes the probe, the program will be considered mastered. * A maintenance program will be introduced once this program is considered mastered (Caitlin) * The next level to the program will be introduced to teach John additional emotions (Caitlin) | |
| Spelling | 1 | 5 | | 4 | Mean: 100 Error patterns: | * Continue to hold | |
| Phonetic reading | 1 | 6 | | 3 | Mean:95%  Error Patterns: | * Continue to hold | |
| Inferencing passage - listening | 2 | 1 | | 4 | Mean: 90%  Error Patterns: | * Caitlin will also probe having John draw out a picture based on the key words, if the previous added prompting is not sufficient. * Continue | |
| Packing a lunch | 2 | 2 | | 1 | Mean: 66%  Error Patterns: forgetting water bottle | * This target will be talked about with parents at the next overlap to determine if maintenance is required (Caitlin) | |
| Perspective Taking | 2 | 9 | | 7 | Mean:78  Error Patterns: John confuses “feeling” and “thinking” | * Continue | |
| Reading a Clock – Half hour | 3 | 1 | | 8 | Mean: 34%  Error Patterns: When there is no number written for “minutes” he will say the incorrect minute | * A maintenance program will be introduced (Caitlin) * The next targets (:15 and :45) will be introduced together. * John is having difficulty differentiating between the seconds hand and minute/hour hand. John can be taught to ignore the seconds hand (i.e., the hand that moves the quickest). | |
| Categories | 1 | 10 | | 9 | Mean:  Error Patterns: | * The team will introduce 3 targets at a time. * Continue | |
| Addition Problems | 1 | 7 | | 6 | Mean: 89%  Error Patterns: Errors with regrouping and counting | * Continue | |
| **Generalized maintenance** | | | | | | | |
|  | Previous status | | Current status | | Concerns |  | |
| Responding to name |  | | 95%  50-100 | |  | * This target will be faded to independent response (Caitlin) | |
| Correct pronunciation of /sh/ sound |  | | 80%  0-100 | |  | * This target will be revised to fade the visual prompt (Caitlin) | |
| Sustaining organization |  | | 87.5%  60-100 | |  | * This target will be increased to sustaining for 10 minutes (Caitlin) | |
| Responding to loud noises |  | | 89.5%  50-100 | |  | * This target will be moved to the weekly generalized maintenance data sheet (Caitlin) | |
| Independent play |  | | 100% | |  | * Continue | |
| Eye contact – others speaking to John |  | | 1.25  0-4 prompts | |  | * Continue | |
| Eye Contact |  | | 1.57  0-4 prompt | |  | * Continue | |
| **Scheduled Maintenance** | | | | | | | |
| Emotion ID |  |  | |  | Mean:  Range: |  | |

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| ***Behaviour*** | ***Data***  ***Previous Current*** | | | ***Concerns*** | ***Resolutions*** |
| Scratching | *Mean*  *Range* |  | 0.45  2-8 |  | * Picking hands and fingers will be added to the definition (Caitlin) * Please continue to intervene as stated in the   behaviour plan. |
| Spitting | *Mean*  *Range* |  | 0.18  0-2.6 |  | * Please continue to intervene as stated in the behaviour plan |
| Crying | *Mean*  *Range* |  | 0  0-0 |  | * Please continue to intervene as stated in the behaviour plan |
| Perseverative asking | *Mean*  *Range* |  | 0.3  0-4 |  | * Please continue to intervene as stated in the behaviour plan |
| Aggression | *Mean*  *Range* |  | 0.6  0-7 |  | * Please continue to intervene as stated in the behaviour plan |
| Elopement | *Mean*  *Range* |  | 0.55  0-8.9 |  | * Please continue to intervene as stated in the behaviour plan. |

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| Home Questions/Concerns | Resolutions |
| * Home | * Shane reports that there is extended non-compliance when John is asked to eat dinner. * A visual of the dinner table rules will be created. Before asking John to eat, he can choose a preferred activity to do with his parents. Once he has chosen, parents will tell him “first dinner, then (preferred activity). |
| * Additional Programs | * Describing pictures * Pretend play * Waiting for attention |

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| Initial when the notes have been read: |