

Alex's Background

- not attending school, nor was he engaging in school when he did attend.
- diagnosed with ADHD, anxiety & depression.
- very withdrawn & anti-social & kept teachers & classmates at bay.
- mumbled when he spoke, looked at no one & mom was actively engaged with TRiP,

What were people trying to do?

- mom spent almost every morning of the remaining school year driving him to school.
- last year school goal was to just get him inside the building.
- April 2014, TRiP began working with Alex.
- as a result of Alex's mom driving him to school daily, he only missed 43 school days last year, though many times he would refuse to get out of the van.
- this year, the school, TRiP staff & mom recognized that Alex was ready to do more than simply show up. Alex started out in September attending ½ days, but at times was still refusing to get out of the van.

11UI helped facilitate:

- at a September TRiP case conference, mom advised TRiP staff that Alex talked constantly about wanting a chameleon. (She noted that he never asks for anything but this keeps coming up).
- it was suggested that TRiP implement a goal reward chart for Alex to earn a chameleon to keep in the classroom & that he would have responsibility for.

Outcome:

- in October, Alex started working towards achieving his final goal (getting a chameleon), while accomplishing smaller milestones along the way.
- he was required to be in the classroom for the morning & to make an effort. The "effort" was to be determined by Alex's teacher by lunch.
- when Cst. Seiferling SEO, first met Alex, he avoided eye contact & mumbled one or two word answers.
- at the point of receiving his 1st milestone reward, Alex had started spending more than the required time in class.
- by month-end, reached his 2nd milestone marker & was rewarded with a trip to a pet store where he got to hold a chameleon & pick out a terrarium & supplies.
- during this pet store visit, Alex was engaging in conversation, making eye contact & spoke with the staff.
- he has participated in a school dance contest & was spending almost full days in the classroom, & producing quality work.
- currently, he is in class for most of the day & despite the odd slow start, he participates in class & interacts with a variety of people.
- if he continues on his projected course, Alex will be getting the chameleon in school in the New Year.

FYI's:

Since September 2015:

- tracking 32 kids from 12 different schools;
- actively working with 9 schools
- working with 13 kids - either in school or through programming



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