

## Behavior Intervention Plan

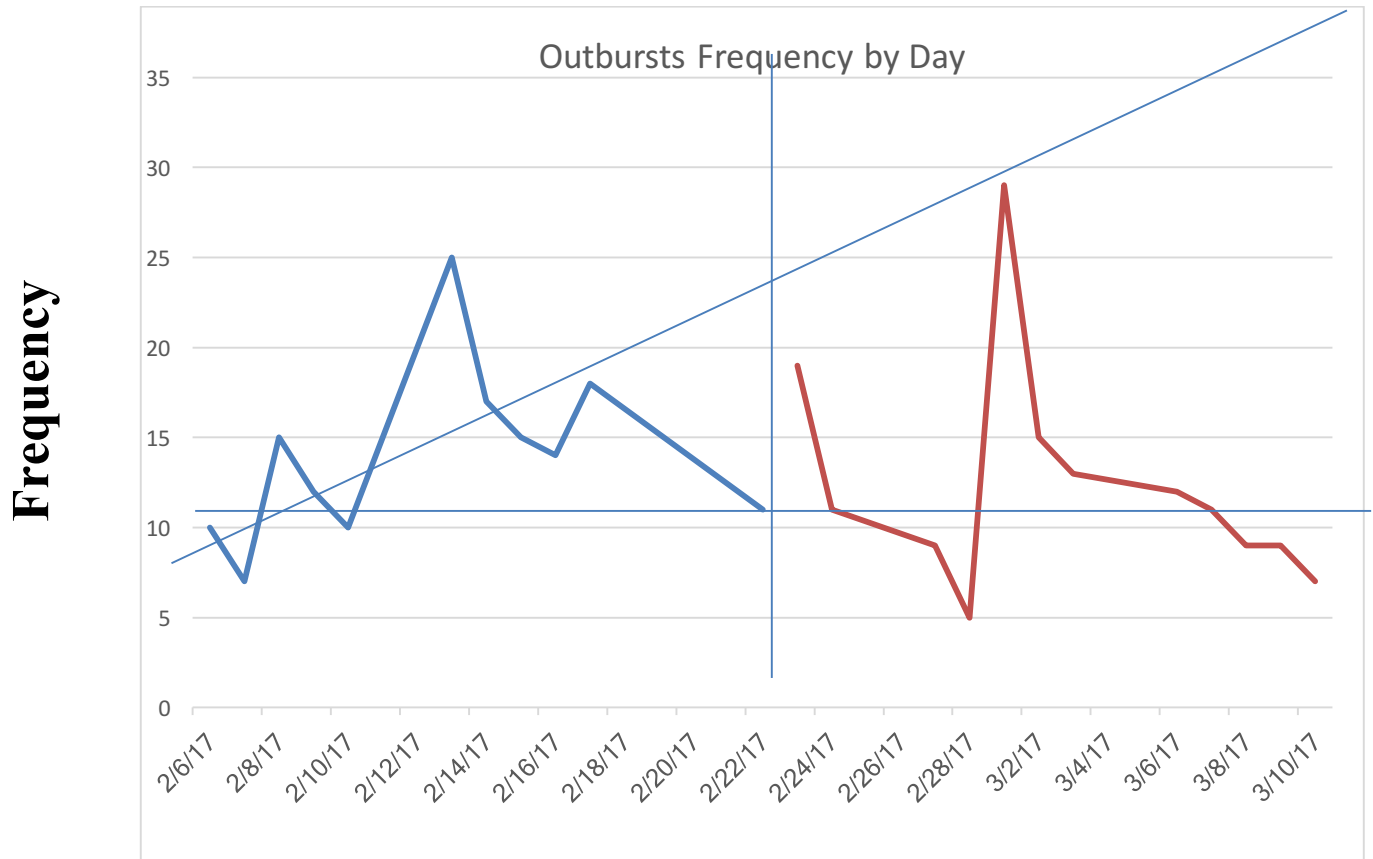
- **Individual**
  - Age 7, 2<sup>nd</sup> grade
  - Setting: 2<sup>nd</sup> Grade classroom
- **Target Behavior**
  - Student has outbursts when asked to do work. These outbursts include throwing materials, crawling under desks, and screaming at high volume.
- **Function of Behavior**
  - Through direct observation, the Motivation Assessment Scale (MAS) and the Functional Analysis Screening Tool (FAST) completed by his classroom teacher, special education case manager and another specialist, student hypothetically engages in outbursts to avoid doing work with variability due to context. Settings or situations in which the target behavior is most likely to occur includes amongst peers and in the classroom when asked to do work. Based on observation, maintaining consequences are getting out of work and obtaining preferred items or activities.
- **Baseline of Target Behavior**

Date	Baseline	Intervention
2/6/17	10	19
2/7/17	7	13
2/8/17	15	13
2/9/17	12	14
2/10/17	10	12
2/13/17	8	16
2/14/17	17	14
2/15/17	15	16
2/16/17	9	9
2/17/17	8	10
2/22/17	11	9
2/23/17	19	8
2/24/17	23	10
2/27/17	9	11
2/28/17	4	8
3/1/17	8	8
3/2/17	19	9
3/3/17	26	7
3/6/17	21	5
3/7/17	11	5

3/8/17	5	6
3/9/17	19	5
3/10/17	13	7

- **Replacement Behavior**
  - Student will signal teacher that he needs a break when he is feeling frustrated with his school work instead of having outbursts.
- **Intervention Plan (Including Positive Behavioral Supports)**
  - The teacher and student will come up with a signal that the student can use when he needs a break from schoolwork.
  - Teacher will frequently check in with student to see if he needs help
  - Teacher will break assignments down into smaller parts and put fewer items on the page
  - Teacher will provide a quiet corner for the student where he can cool down when he is feeling frustrated.
  - Both the teacher and aides will develop a reinforcement schedule to help reinforce the replacement behavior
    - The student's teachers will develop a reinforcement schedule based on a variable ratio.
    - The student will receive 5 minutes of iPad time when he is rewarded for asking for a break instead of having an outburst.
  - The teacher will set clear and consistent expectations for the student. The expectations will be visible to both student and teacher and represented by pictures.
- **Consequence for "Extreme" Behavior**
  - A safety plan will be implemented if student becomes violent
  - Teacher's will follow school policy if the student displays aggressive behaviors.
  - Parent/guardian will pick up the student early from the school if needed
  - If the student has trouble deescalating, the teacher will call the parent with the student to discuss any issues and allow the parent to talk to the student
  - Teacher's will follow school policy if the student displays aggressive behaviors.
- **Data Collection Method**
  - Data will be collected by student's general education teacher or special education teacher.
  - Data will be collected based on frequency of the behaviors.
- **Recommendations for further Plan Adjustment**
  - If the intervention plan doesn't go as planned, student's school will go over the intervention plan and make the necessary adjustments.
  - Teacher's will promote self-monitoring in student by implementing a mood chart into the curriculum to promote self-regulation.
  - Teacher's will generalize the replacement behavior in more elements than just the classroom (at home, recess, extra-curricular activities)
- **Date for Plan Review**
  - 4/2/17

# Graph of Data



— Baseline Data

— Intervention Data