

## Behavior Intervention Plan

**Student:** Cassie Steiners

**Grade:** 4th

**Team Meeting Date:** November 4

**People Present:** Mr. and Mrs. Steiners, Mrs. Smith (CST), Mrs. Kinney (Paraprofessional) , Ms. Jackson (OT), Mrs. Beene (4<sup>th</sup> Grade Teacher), Mrs. Gallagher (Resource Teacher), Ms. O'Rourke (CST)

Name	Role	Name	Role
Mr. and Mrs. Steiners	Parents	Mrs. Smith	School Psychologist
Mrs. Kinney	Paraprofessional	Ms. Jackson	OT
Mrs. Beene	4 <sup>th</sup> Grade Teacher	Mrs. Gallagher	Resource Teacher
Ms. O'Rourke	Social Worker	Ms. Von Aulock	Speech
Mrs. Parks	Physical Therapist	Mrs. Hoffman	Paraprofessional

### Functional Assessment Summary Behavioral Function Hypotheses

Setting Events that makes the behavior more likely to occur	Antecedents that trigger the behavior	What Cassie Does	In Order to Escape:	In Order to Gain Access to:
Medical Change Onset of seizures Tired Illness Vision impairments	<ul style="list-style-type: none"> <li>• She does not know what the next step is</li> <li>• Fine motor skills</li> <li>• New or difficult tasks</li> <li>• If she can not see the materials</li> <li>• Tasks she does not like</li> <li>• Sustained sequence of no choice activities</li> <li>• She has to wait</li> <li>• She does not know what is coming next</li> <li>• When routines change unexpectedly</li> </ul>	<p><b>Work or demand refusals:</b></p> <p>slides out of chair onto floor, kicks staff from a sitting position, verbally refuses "no" "don't want to" pushes work on floor, looks around the room, ask irrelevant questions, walks away from staff, yells loudly</p>	<p><input checked="" type="checkbox"/> <b>Difficult tasks</b></p> <p>___ Over stimulating situations</p> <p><input checked="" type="checkbox"/> <b>Nonpreferred situations</b></p> <p>___ Interactions with others</p> <p>___ Other:</p>	<p><input checked="" type="checkbox"/> <b>Attention</b></p> <p>___ Tangible</p> <p><input checked="" type="checkbox"/> <b>Control or predictability</b></p> <p>___ Stimulation</p> <p>___ Activity</p> <p>___ Other:</p>

<p>Limited communication, social skills and social capital among the group</p>	<ul style="list-style-type: none"> <li>• No one is directly interacting with her</li> <li>• She sees peers or adults she wants to interact with</li> <li>• She is bored with the situation</li> </ul>	<p>Attention Seeking:</p> <p>Talks during instruction, calls out to peers, asks irrelevant questions, laughs at inappropriate times, hugs staff, drops on the floor and rolls around while laughing</p>	<p>___ Difficult tasks</p> <p>___ Over stimulating situations</p> <p>___ Nonpreferred situations</p> <p>___ Interactions with others</p>	<p><b>X Attention</b></p> <p>___ Tangible</p> <p>___ Control or predictability</p> <p>___ Stimulation</p> <p>___ Activity</p> <p>___ Other:</p>
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## Behavior Intervention Plan

Intervention Components	Strategies That Will Be Used
<p style="text-align: center;"><b>Prevention</b></p> <p>How will you modify antecedent triggers to prevent behavior from occurring? Consider:</p> <ul style="list-style-type: none"> <li>- How will you change/modify each trigger identified in the hypothesis statement so it does not cause problem behavior,</li> <li>- What additional changes can you make to the environment to prevent problem behavior and promote appropriate behavior?</li> </ul>	<ul style="list-style-type: none"> <li>• Keep work tasks to 25 minutes or less, then provide her with a break</li> <li>• Embed academic tasks into functional daily life activities</li> <li>• Pair Cassie with a preferred peer during nonpreferred tasks and transitions</li> <li>• Use concrete materials</li> <li>• Break complex task into discrete steps and use picture strips to make concrete</li> <li>• Develop a flexible picture schedule</li> <li>• Provide warnings prior to transitions and changes in preferred activities</li> <li>• When possible have peers deliver prompts</li> <li>• Develop a social story depicting how to act with friends</li> <li>• Provide at least 10-15 seconds of wait time in between prompts</li> <li>• Maintain a positive upbeat tone of voice</li> <li>• Provide frequent social comments (e.g., "Cassie, I really enjoy our time together")</li> <li>• When walking down the hall stay at least 5 feet behind Cassie unless she initiates otherwise</li> <li>• Offer a variety of choices throughout the day including materials, activities, termination,</li> </ul>

	<p>partners, etc.</p> <ul style="list-style-type: none"> <li>• Follow OT recommendations for using wrists weights, deep pressure, blanket over her legs and vest</li> <li>• Provide Cassie with a pliable object to hold and manipulate</li> <li>• When Cassie makes a request for an item/activity she can not have, identify an appropriate time and put it on her schedule so she can see when it is coming</li> </ul>
<p><b>Alternative Skill Instruction</b></p> <p>What skills will you teach Cassie to replace behavior? Attach an instruction plan for each skill. Consider:</p> <ul style="list-style-type: none"> <li>- What are functionally equivalent skills to teach the student (i.e., skills that serve the same function as the problem behavior e.g., asking for help when presented with a difficult task, instead of leaving the room when frustrated)?</li> <li>- What are functionally relevant skills to teach the student (i.e., skills that will help the student in the situation e.g., teaching the student anger management strategies for when he/she is frustrated with a task)?</li> </ul>	<p>Functionally Equivalent Skills</p> <ul style="list-style-type: none"> <li>• Teach Cassie to request a break using a picture card and vocal request</li> <li>• Teach Cassie to approach an adult and request attention (“talk to me” is already in her repertoire)</li> <li>• Teach Cassie to approach a peer and begin a social interaction</li> </ul> <p>Functionally Relevant Skills</p> <ul style="list-style-type: none"> <li>• Develop a picture and name directory to help Cassie learn the names of the peers in her circle/class</li> <li>• Teach Cassie to relax herself when she becomes overwhelmed by (1) identifying when she needs to select a relaxation choice and (2) to select from the available choices</li> <li>• Teach Cassie to use a picture schedule to negotiate her day</li> <li>• Teach Cassie appropriate physical boundaries with peers and staff</li> </ul>
<p><b>Intervention Components</b></p>	<p><b>Strategies That Will Be Used</b></p>
<p><b>Strengthen Appropriate Behavior</b></p> <p>How will you provide the student with reinforcement for appropriate behavior? Consider:</p> <ul style="list-style-type: none"> <li>- How often and what will people say to provide social praise throughout the day?</li> <li>- Using a system that provides incentives beyond just social praise. Decide: <ul style="list-style-type: none"> <li>- How often should the student receive reinforcement (e.g., after each occurrence, daily, etc)?</li> <li>- What is the criteria a student needs to</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• DRO strategy <ul style="list-style-type: none"> <li>○ Initial interval length 10 minutes <ul style="list-style-type: none"> <li>▪ Criteria for increasing the interval: one week of successfully meeting the 10 minute criteria at least 90% of the time.</li> <li>▪ If she meets this criteria increase to 15 minutes and assess her success rate. If less than 60%, decrease the interval to 13 minutes and reassess.</li> </ul> </li> <li>○ Throughout the interval, provide Cassie with verbal (e.g., “great job counting”) and nonverbal (e.g., thumbs up and smile) praise for appropriate behavior.</li> <li>○ At the end of the interval provide Cassie with social praise for the three behavior expectations identified (i.e., doing her work, staying in her seat, and following directions), then give her a penny to put on her board</li> <li>○ When she has earned five pennies, provide Cassie with a choice of a reward using the picture board. Provide access to the reward for 2 minutes. At 1 minute 30 seconds provide a transition warning. At 10 seconds have Cassie count down with</li> </ul> </li> </ul>

<p>meet to earn the reinforcement (i.e. what specifically does the student have to do)?</p>	<p>you and then have her put it away.</p> <ul style="list-style-type: none"> <li>○ Re-start the interval and the penny board.</li> <li>○ Follow the strategies listed below for how to respond when problem behavior occurs</li> </ul>
<p><b>Responding to Occurrences of Unwanted Behavior</b></p> <p>How will staff act when unwanted behaviors occur? Consider:</p> <ul style="list-style-type: none"> <li>- What are strategies that can be used when the student first starts to get agitated (i.e. those behaviors that are typically redirectable and are precursor behaviors)?</li> <li>- What are strategies that can be used for behaviors that occur repeatedly?</li> <li>- What are strategies that should be used for unmanageable behaviors?</li> </ul>	<ul style="list-style-type: none"> <li>● When you see precursor behaviors occur, select one of the following options depending on what you think will work best: prompt Cassie to request a break; or end the task and provide a break; or provide a choice of a different work task.</li> <li>● In general, use as few verbal prompts as possible, rely on picture prompts, and only when necessary provide short one or two word verbal prompts. A redirection sequence could look like the following: <ul style="list-style-type: none"> <li>○ Show Cassie a picture of the expectation and point to the picture. Make sure to hold it in her midline and that she makes eye contact with the picture.</li> <li>○ Wait 15 seconds for Cassie to respond</li> <li>○ If no response show and point to the picture again and wait 15 seconds for her to respond</li> <li>○ If no response, show the picture and provide Cassie with a slight physical nudge on the back of her shoulder or under her elbow to orient her in the direction you want her to go. If she is lying on the floor, first assess that she is in a safe location. If the location is safe, wait her out. Hold the picture where she can see and wait. Avoid eye contact, verbal prompts, and physical assistance.</li> <li>○ If the location is not safe and Cassie needs to be moved, call for assistance and each person should lift her to a standing position using proper lifting as instructed by the OT. Do not talk, verbally prompt, or make eye contact. Pull physical assistance away as soon as she is standing and safe.</li> </ul> </li> <li>● In general, remain calm in appearance and provide Cassie with as little interaction (i.e., verbal and nonverbal) as possible in response to a problem behavior. When interaction is necessary always try non verbal methods first (e.g., picture prompt, pointing, orienting her body)</li> <li>● Only remove Cassie from a situation if you have tried three times to re-engage her using the strategies above AND she is disturbing other students from learning</li> </ul>

### Evaluation Plan

➤ How will data on problem behavior be collected? \* attach the data collection tool

Data tool: points tracking sheet

- How often will data on problem behavior be collected?

Daily

- Who will collect data on problem behavior?

Mrs. Kinney, Mrs. Hoffman – during general education and resource classes

Mr. Von Aulock during speech

Mrs. Jackson during OT

Mrs. Parks during physical therapy

- When will plan be reviewed and evaluated? First review date: November 16

Initially review the plan every two weeks. As success is achieved review once a month

**Start date for intervention:** November 5

<b>Task List</b> Consider what materials need to be developed for intervention, who is responsible for carrying intervention, teaching skills, collecting data	<b>Who Is Responsible?</b>	<b>By When?</b>
Points tracking sheet and penny board	Mrs. Smith	November 8
Picture schedule and picture prompts	Ms. Von Aulock	November 6
Purchase vibrating timer	Mrs. Gallagher	November 7
Relaxation choice board/strip	Mrs. Jackson	November 7
Student and staff picture name directory	Mrs. Kinney and Mrs. Hoffman	November 8
Reinforcer choices	Mrs. Kinney, Mrs. Hoffman, Mrs. Gallagher	November 7

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