

# Behavior Intervention Plan

Student: Kevin Jackson

Date of Plan: April 1<sup>st</sup>

People who will be implementing the plan:

Name	Role	Name	Role
Mrs. Jackson	Mother	Mr. Smith	Behavior specialist
Mrs. Kenny	Teacher	Mrs. McCarthy	Special Education Supervisor
Ms. Pierro	Special Education Teacher	Mr. Kinney	Social studies teacher
Mr. Rodriguez	Social Worker	Mrs. Thompson	School Psychologist

Setting Event conditions that make behavior more likely	Antecedents that trigger the behavior	Kevin's Behavior	In Order to Escape?	In Order to Gain Access?
			<b>AND</b>	
<ul style="list-style-type: none"> <li>• Medication effects for ADHD (may wear out by end of day)</li> <li>• History of conflictual relationships with adults</li> <li>• Later in day</li> </ul>	<ul style="list-style-type: none"> <li>• Less structured to more structured situations</li> <li>• Quizzes and tests</li> <li>• Math class</li> <li>• Lecture where he has to take notes</li> <li>• Directives to do or not do something</li> <li>• Lots of materials or items to keep track of</li> <li>• Work he does not know how to do</li> <li>• Multi component or step tasks/projects</li> <li>• Working on task independently for about 5-8 minutes</li> <li>• Someone else getting attention</li> <li>• Unstructured/poorly environments, routines or activities</li> <li>• Transition times, particularly at the start of class</li> <li>• Substitute teacher</li> </ul>	<p><b>Classroom Disruption:</b></p> <p>Unprepared for class, not following directions, making noises, talking to other students, debates over assignment or activity choices with teacher, not initiating work, getting out of his seat engaging in activities other than what he should be doing, yelling out</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <b>Difficult tasks</b></li> <li><input type="checkbox"/> Over-stimulating situations</li> <li><input checked="" type="checkbox"/> <b>Nonpreferred situations</b></li> <li><input type="checkbox"/> Interactions with others</li> <li><input type="checkbox"/> Other:</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Attention</li> <li><input type="checkbox"/> Tangible</li> <li><input checked="" type="checkbox"/> <b>Control or predictability</b></li> <li><input type="checkbox"/> Stimulation</li> <li><input type="checkbox"/> Activity</li> <li><input type="checkbox"/> Other:</li> </ul>

## 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>• As Kevin enters class, provide him with a social greeting and precorrection for start up</li> <li>• Provide attention to Kevin during class (i.e. checking in on progress, providing feedback on positive behaviors and academic work), particularly attend to him at the start of up of independent work time</li> <li>• Utilize peers when possible for collaborative work.</li> <li>• Provide choice around independent seatwork activities (i.e. where in the assignment to begin, what assignment to work on, where in room to work, using the computer to type assignments)</li> <li>• Provide Kevin with a copy of lecture notes to use during class. Intersperse “fill in” areas for Kevin to take one or two word (e.g., vocabulary term) notes. As Kevin develops proficiency, increase the frequency and length of “fill in” opportunities. Continually assess for frustration level.</li> <li>• Use precorrection strategies to remind Kevin of specifics for class activities</li> <li>• Break up large tasks into smaller ones</li> <li>• Match academic task with skill level</li> <li>• At the start of independent work activities, check in with Kevin, help him get started, and check that he understands what he is suppose to do during the assignments.</li> </ul>
<p style="text-align: center;"><b>Alternative Skill Instruction</b></p> <p>What skills will you teach to replace behavior? Attach an instruction plan for each skill. Consider:</p> <ul style="list-style-type: none"> <li>- What functionally equivalent skills to teach Kevin that will help him to escape when he is frustrated or does not know what to do?</li> <li>- What are functionally relevant skills to teach Kevin that will help him to be better prepared and organized to participate in learning activities?</li> </ul>	<ul style="list-style-type: none"> <li>• To help Kevin escape from the frustration of not understanding what he is suppose to do while also avoiding being embarrassed, develop a signal with Kevin for him to gain teacher assistance</li> <li>• Teach Kevin a three step self instruction statement to determine if he needs help and what to do while waiting: (1) do I understand the directions?; (2) do I know what information/formula to apply to this work?; (3) Signal for help, and work on problems I understand until the teacher arrives.</li> <li>• Develop a signal and verbal request for Kevin to use when he needs to escape a situation where he has become frustrated and needs to walk away from a situation</li> <li>• To help Kevin transition into class smoothly, teach him a three step self instruction sequence (1) find my seat, (2) check the board for instructions, (3) get out materials and start work</li> <li>• Teach Kevin how to keep his materials organized and keep track of assignments</li> <li>• Teach Kevin to use a note taking template that fades in slowly over time the amount of information Kevin is responsible for recording.</li> </ul>

Intervention Components	Strategies That Will Be Used
<p style="text-align: center;"><b>Strengthen Appropriate Behavior</b></p> <p>How will you provide Kevin with reinforcement for appropriate behavior? Consider:</p> <ul style="list-style-type: none"> <li>- How often and what will people say to provide Kevin with 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 Kevin receive reinforcement (e.g., after each occurrence, daily, etc)?</li> <li>- What is the criteria Kevin needs to meet to earn the reinforcement (i.e. what specifically does the student have to do)?</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. Intersperse social praise and validation throughout the period whenever Kevin is on-task (e.g., Nice working on your math!), following teacher directions (e.g., Kevin, great job following my directions), and using appropriate social, problem-solving and coping skills (e.g., Kevin, awesome job thinking through your options).</li> <li>2. Self Monitoring and Rating: At the end of each period, each teacher will rate Kevin's behavior on a scale of 1 (Almost Never followed expectations) to 3 (Almost always followed expectations). See attached self monitoring form. The following items will be rated: <ol style="list-style-type: none"> <li>a. Asked or signaled for help</li> <li>b. Was quiet during class, except when appropriate to talk</li> <li>c. Was cooperative and followed directions</li> </ol> </li> <li>3. Kevin can earn a maximum of 9 points per period, for a total of 54 points per day (6 periods) <ol style="list-style-type: none"> <li>a. Any time he earns over 24 points, Kevin receives a post card (see attached) congratulating him for a great day. Encourage Kevin to bring the card home to his parents.</li> <li>b. Any time he earns over 24 points, Kevin also earns a reward that he can choose from a menu of reinforcers. Reinforcers include a homework pass (pass cannot be used more than once for a class within a week) , 10 minutes of free time, 10 min of gym time, or 10 minutes on the computer, time with a preferred teacher.</li> <li>c. 15 minutes before the end of last period, Kevin's teacher will review whether Kevin has earned his reinforcement. If he has, the teacher will praise Kevin and direct him to Mr. Pierro. Mr. Pierro will give Kevin a postcard and administer the reward Kevin chooses. If Kevin does not earn over 24 points, Kevin's 7<sup>th</sup> period teacher will inform Kevin that he will have the opportunity tomorrow to reach his goal of 24 points.</li> </ol> </li> </ol>
<p style="text-align: center;"><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 Kevin first starts to get agitated (i.e. those behaviors that are typically redirectable and are precursor behaviors)?</li> </ul>	<p>When you observe Kevin begin to engage in precursor behaviors (i.e., stops following directions, making noises, becomes inattentive, talking to other students, not initiating work) follow these steps:</p> <ol style="list-style-type: none"> <li>1. Approach Kevin and in a quiet private voice ask him if he needs assistance or a minute to get himself together. Use a supportive tone of voice and nondirective language. <ol style="list-style-type: none"> <li>a. State expectation for the situation and have Kevin assess whether he needs help following/meeting the expectation</li> <li>b. Provide assistance to get him back engaged in the task</li> <li>c. Offer choices of handling the work assignment to help re-engage him</li> <li>d. Remind him of how he can get your attention if he needs you.</li> </ol> </li> </ol>

<ul style="list-style-type: none"> <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>	<ol style="list-style-type: none"> <li>2. If Kevin continues to become disruptive,             <ol style="list-style-type: none"> <li>a. First praise classmates, make sure everyone else is on task</li> <li>b. Then address Kevin privately to offer him two choices of how he can handle the situation. Choices may include:                 <ol style="list-style-type: none"> <li>i. Continue to try the work or take a break</li> <li>ii. Pull himself together or not earn points</li> <li>iii. Avoid getting into a power struggle with Kevin, make decisions be his responsibility,</li> <li>iv. Avoid being confrontational</li> <li>v. Avoid getting pulled into a debate about the situation – state the choices available to Kevin, tell him you are giving him a moment to think about it and then walk away and attend to other students</li> </ol> </li> <li>c. Offer Kevin an out by asking, “Is there something we can do so you can stay in the classroom and be successful?” If he responds sarcastically calmly restate the question once more.</li> <li>d. If Kevin does not respond appropriately then provide an If, then warning (e.g., If you continue to be disruptive, then you will be sent to the office.)</li> </ol> </li> <li>3. If Kevin's behaviors continue and become unmanageable, send Kevin to the office.</li> </ol>
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## Evaluation Plan

- How will data on problem behavior be collected? \* attach the data collection tool
  - Using the self-monitoring chart
  - Interval data of classroom disruption
  
- How often will data on problem behavior be collected?
  - Self-monitoring chart—Daily
  - Interval data---3 times a week
  
- Who will collect data on problem behavior?
  - Kevin’s 7<sup>th</sup> period teacher will collect the self-monitoring chart at the end of the day
  - Mr. Smith, Mr. Rodriguez, Mrs. Thompson will take turns collecting interval data
  
- When will plan be reviewed and evaluated? Indicate review date: April 15<sup>th</sup>

Start date for intervention: March 3<sup>nd</sup>

<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>
Develop self-monitoring chart for Kevin	Mr. Smith	April 2 <sup>nd</sup>
Copy interval recording sheet	Mr. Smith	April 2 <sup>nd</sup>
Teach Kevin three step self instruction statement to determine if he needs help and what to do while waiting	Mr. Rodriguez	Start April 4 <sup>th</sup>
Teach Kevin signal and verbal request when frustrated	Mr. Rodriguez	By April 3 <sup>rd</sup>
Teach organizational and note taking skills	Ms. Pierro	Start April 4 <sup>th</sup>
Collect data	Mr. Smith, Mr. Rodriguez, Mrs. Thompson	Ongoing

## Kevin's Self-Monitoring Chart

Directions: At the end of each period, each teacher rates Kevin's behavior on a scale of 1 (Almost Never Followed Expectations) to 3 (Almost Always Followed Expectations). Circle the appropriate rating.

My goal today is to earn 24 points.

Period	Asked or signaled for help	Was quiet during class, except when appropriate to talk	Was cooperative and followed directions
1 <sup>st</sup>	3      2      1	3      2      1	3      2      1
2 <sup>nd</sup>	3      2      1	3      2      1	3      2      1
3 <sup>rd</sup>	3      2      1	3      2      1	3      2      1
4 <sup>th</sup>			
5 <sup>th</sup>	3      2      1	3      2      1	3      2      1
6 <sup>th</sup>	3      2      1	3      2      1	3      2      1
7 <sup>th</sup>	3      2      1	3      2      1	3      2      1
<p><b>TOTAL POINTS EARNED = _____</b></p>			

CONGRATULATIONS, Kevin!  
You had a GREAT day!



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