

Behavior Intervention Plan

Student: Tommy

Grade: 3rd

Setting: General Education Classroom

Target Behavior:

Disrupting other students' learning by blurting out answers and inappropriate comments during direct instruction and independent worktime.

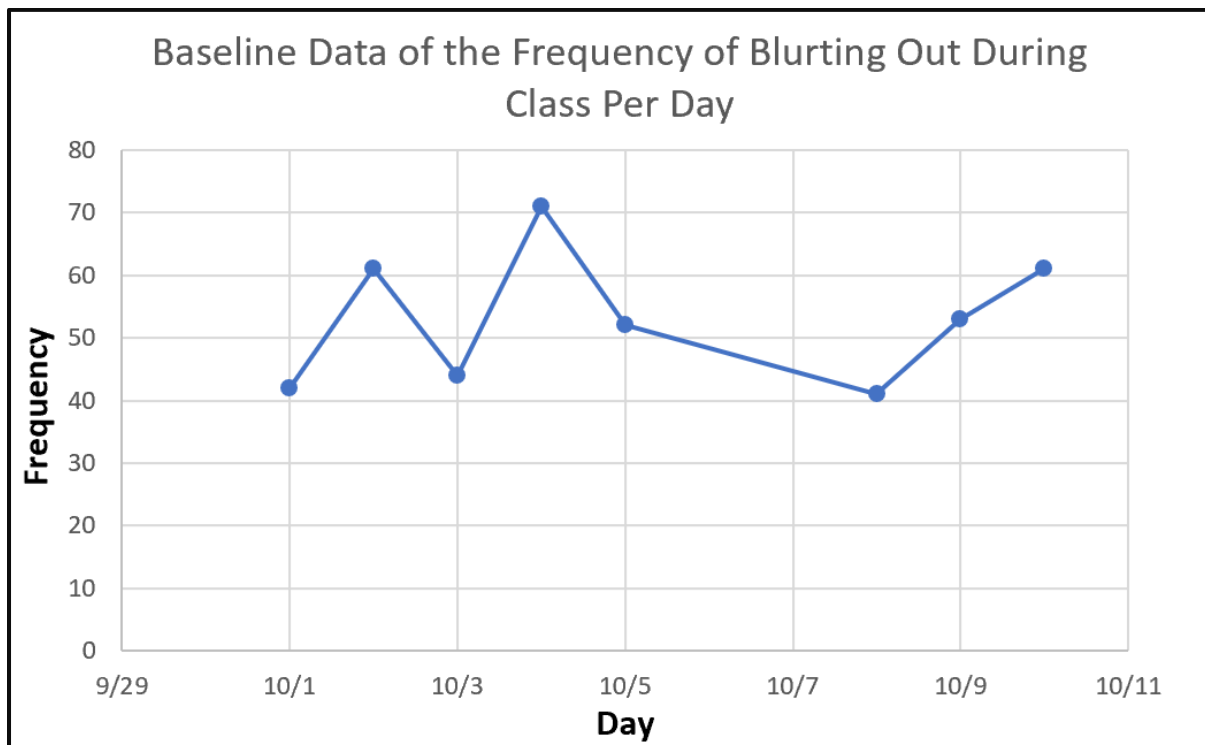
Functional Behavior Assessment:

After reviewing the data and looking over these observations, the team determined that the function of the behavior is attention. This student performs the target behavior when they are not receiving the attention and are not the center of what is happening. When the targeted behavior occurs, the student is often ignored. This results in the student seeking attention from other individuals.

Function:

Attention

Baseline:



Replacement Behavior:

The student writes down what they are going to say and then raises their hand. Then the teacher walks over to the student and reads what he wrote, and then lets the child know if he is allowed to say/ask or not.

Intervention Plan:

1. During direct instruction time, if the child has something to say, he will write the comment, question or concern down on a designated piece of paper.
2. Once he has written down what he wants to say.
3. Student needs to raise his hand and wait for the teacher to come over to him and read what he wrote down.
4. If what he wrote down is appropriate, then the child will be able to share. If not, then it will go unsaid.
5. If it is an appropriate statement, the teacher will use positive reinforcement to encourage this behavior. (Ex: “Tommy, thank you for raising your hand and letting me approve your statement.”, “Would you like to share that with the class?”, “I like how you are following directions”, etc.)
5. If the child does not follow the proper procedure, he will receive a total of three “oops.”
6. The first time that this happens he will receive a #1 card on his desk.
7. He will receive a #2 card the second time.
8. He will receive a #3 card the third and final time.
9. After all, three cards are used, the student will be sent out of the classroom.
10. The parents will receive a report of the student’s progress at the end of the week.
11. In one day, if the child receives no cards, he will be given a token (a system already established in the classroom) to be put towards an incentive.

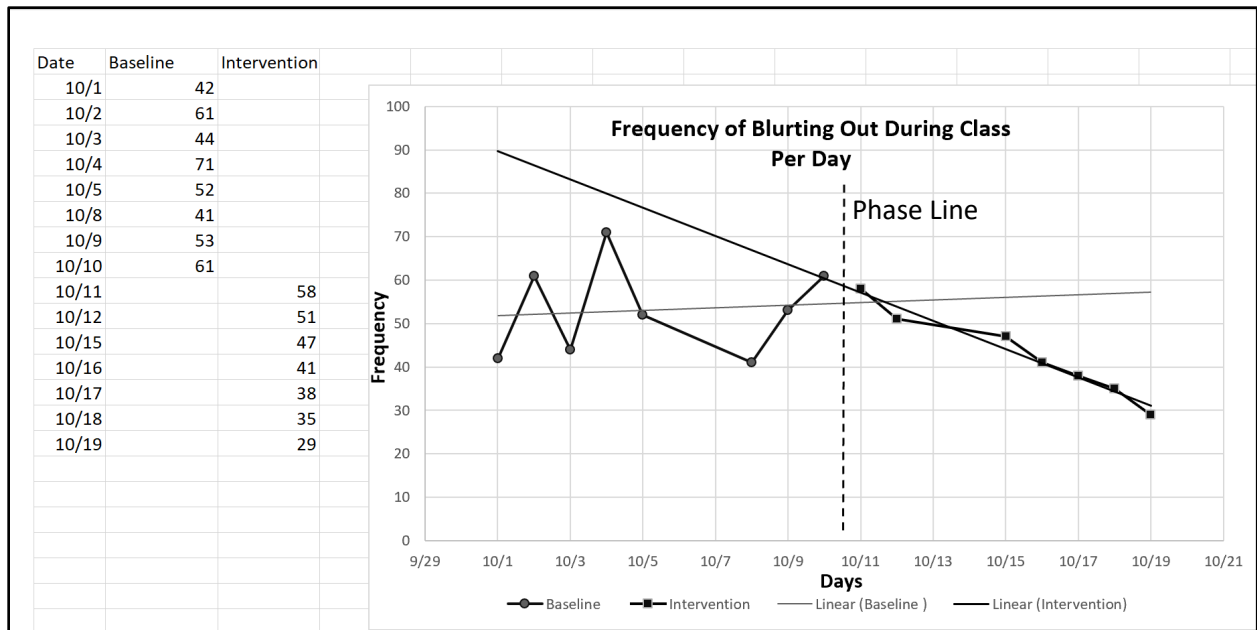
Consequences for “Extreme” Behavior:

1. If the child becomes violent, he will automatically receive a #3 card and be sent out of the classroom. The school policy that is implemented for all other children will be enforced.

Data Collection Method:

The special education teacher will be collecting the data by keeping a tally system of the frequency of the targeted behavior per day.

Graph of Data:



Recommendations for further Plan Adjustment:

If child is progressing faster than expected, less level cards will be used (ex. #1 and #2 or just #1) or get the child to the point where no level cards are used.

If the child is not responding well to the intervention, it would be recommended that NCR (Non-contingent reinforcement) strategies would be used. This means that the child would receive more attention, more often so that he is not as motivated to seek attention later.

Review Date:

November 12, 2019 (6 weeks from start)