

Autumn Alt

Professor Prussing

EDU 412

Behavior Intervention Plan

Student: Jack Johnson

Age: 8

Grade: 2nd

Setting: Eagles Elementary - General Education Classroom

Target Behavior: Acting out, defined as running out of the classroom, throwing items or pushing desks, pouting, or hiding when asked to complete an assignment.

Function of Behavior: Escape/Avoidance

Intervention Goal: to exhibit appropriate behavior free of obscenities 100% of the time.

Baseline Data:

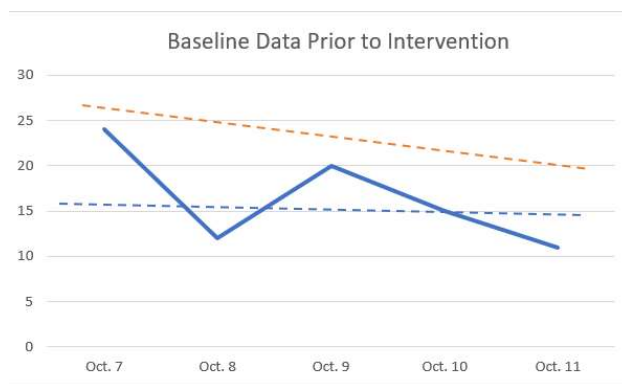
October 7 – 24 minutes

October 8 – 12 minutes

October 9 – 20 minutes

October 10 – 15 minutes

October 11 – 11 minutes



Functional Analysis of Behavior

Findings from FAST Assessment: The findings of this assessment show that the student’s source of reinforcement is social based, both in the attention/preferred items and escape sections.

Findings from MAS Assessment: The findings of this assessment show that the student scored in higher in the areas of tangible and escape for motivation of behaviors.

Observation: Observations have shown that Jack acts out most often when there is a task that he has been asked to complete or when transitioning from the playground to the classroom. Jack also tends to act out when classmates don't want to participate in something that he wants to participate in.

Data Collection: Data collection showed that the student's target behavior occurred at random times throughout the day, or any time between 7:00 and 5:30. The data showed that the target behavior occurred at least three times from drop off until lunch, and at least two times in the from lunch until pickup. Sometimes the behavior would occur more than the times noted, or there would be very little occurrences of the target behavior.

Summarized Findings

Through different data collecting techniques, such as; direct observation, data collection, the Functional Analysis of Screening Tool (FAST) and the Motivation Assessment Scale (MAS) completed by myself, Jack typically engages in the target behavior defined above to escape teacher direction as well as to gain the attention from the teacher and other classmates at points. Jack will run out of the room, pout, hide, or throw/move things in the room around when asked to complete a task or when transitioning. Jack will also exhibit the target behavior when classmates don't do what he would like or when he does not get the attention of the teacher or classmates.

Replacement Behavior: Student will verbally request a break after completing three problems.

Interventions:

- Adapt and modify assignments that the student may struggle with
- Initiate breaks when needed (walking around, going to resource room, water break, bathroom break, etc.)

- Provide emotional outlets for when the student breaks down (ex. Allowing him to spend time in the calming room, which is a small, padded room). Parent approval is required, and adult supervision will be mandatory.
- Differential reinforcement of target behaviors and replacement behaviors (DRA)
- Time based attention (frequent as possible) – at least 3 checks per day by team members

Steps to Implementation

The general education classroom teacher will implement adaptations and modifications to assignments. Additional attention will be provided through the classroom teacher in conjunction with the classroom aide on a daily basis. Differential reinforcement will occur on the basis of praise for exhibiting appropriate behavior as well as ignoring the inappropriate behavior. Breaks will be initiated through the classroom teacher the classroom teacher or aide. The teacher or aide may also provide tasks to be completed during a break to ensure meaningful work.

Positive Behavioral Supports:

- Giving Jack praise for appropriate reactions when given an assignment
- Having tangible reinforcers to encourage positive behavior. Set realistic goals to provide a system that where the student earns rewards consistently. This will help maintain motivation.
- Being taught calm down strategies (ex. Taking deep breaths, squeezing a stress ball, getting a drink of water, etc.)
- Give proximity praise by ignoring the child's inappropriate behavior and praising students around him for behaving appropriately

Consequences for Target Behavior

Behaviors that harm other students or teachers are subject to consequences that are presented by the Peterson Public School District and Eagles Elementary School. Consequences include, but are not limited to:

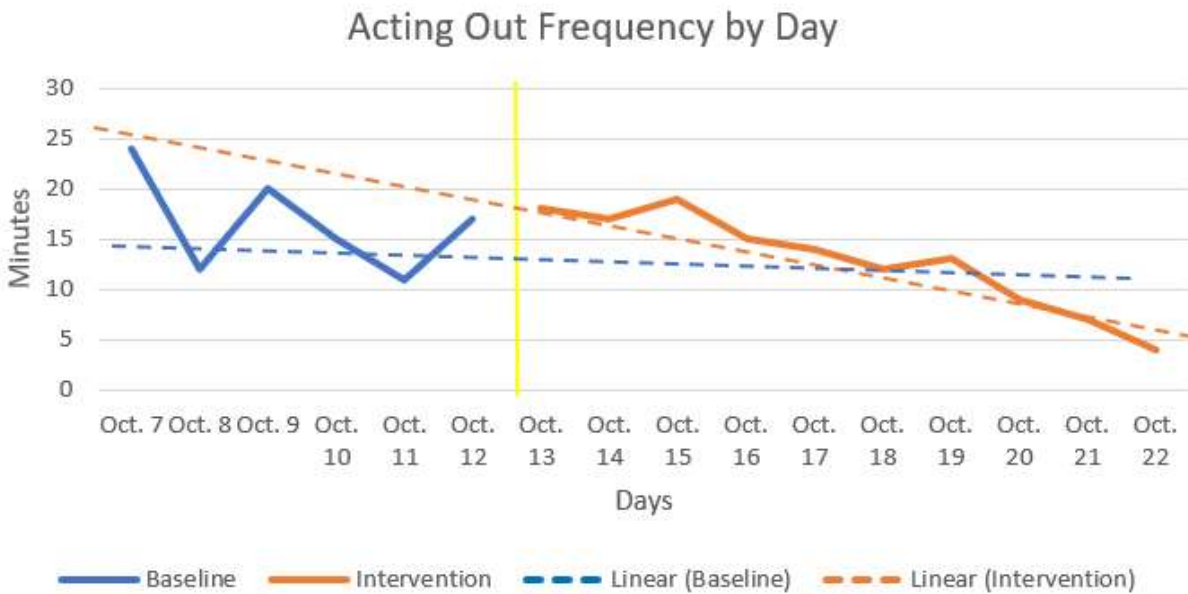
- Meeting with parents
- Taking away objects or rewards that are desired
- Being withdrawn from the area

In addition to the consequences that are presented by the district and the school, a crisis safety plan will be put into effect immediately in the event that a behavior harms educators or other students.

Data Collection Method

Jack is not currently tied to an IEP (Individualized Education Plan) or receiving special education services. Therefore, data will be monitored and documented by the general education classroom teacher with a daily scatter plot. At the end of each day, the data will be collected and the number of times/the length of time Jack acts out will be added up. Once the data is collected and documented, the information will be placed within the student's file in order to record baseline data prior to the implementation of the intervention.

Graph:



Review Date: If the Behavior Intervention Plan is implemented on October 11, an appropriate review date would be after six weeks (November 22).