

## Behavior Intervention Plan

Student's Name Olivia Date \_\_\_\_\_

Parents \_\_\_\_\_

Teacher/Class \_\_\_\_\_

Team Members \_\_\_\_\_

**Target Behavior---Describe the challenging behavior and the settings/activities and antecedents that precede the challenging behavior including the frequency, duration, and/or intensity of challenging behavior.**

Olivia leaves her seat and bothers peers or she bothers peers in her small group by talking to them, touching them, or marking their work. Olivia engages in these behaviors during academic work activities in which the teacher is not paying attention to or interacting directly with her. These behaviors occur an average of ten times during a 30 minute activity, ranging from 5 – 15 occurrences.

**Function of Challenging Behavior—Describe the function of behavior.**

Positive Reinforcement: Olivia obtains teacher attention when she leaves her seat and bothers peers and the teacher.

**Appropriate Replacement Behavior---Describe what behavior(s) the student will do to replace the challenging behavior. Include a description of how the behavior(s) will be taught.**

(1) Olivia will raise her hand to initiate interaction with the teacher (2) Olivia will work quietly and stay in her seat for a specified period of time during individual work and group activities. Ms. Marcella will talk with Olivia about raising her hand during work time in order to receive assistance from the teacher and about working quietly and staying in her seat. She will teach Olivia if, then rules (if you raise your hand, I will come help you and if you work quietly in your seat, I will come look at your work. If you leave your seat and bother other students, I will not talk to you and will not help you).

**Antecedent Variables---Describe how antecedent variables, setting events, and other environmental variables will be arranged to trigger appropriate behavior and how antecedents that currently precede challenging behavior will be changed.**

In order to prompt appropriate behavior, at the beginning of the activity Ms. Marcella will tell Olivia that she should raise her hand if she needs help during an activity, and that if she works quietly for 5 minutes, Ms. Marcella will check on her work (the amount of time Olivia must work quietly before receiving teacher attention will increase over time). Ms. Marcella also will place a picture of Olivia raising her hand and one of her working quietly on Olivia's desk as visual prompts.

The antecedent trigger for Olivia's challenging behavior is no teacher attention. To remove this trigger, Ms. Marcella will frequently provide brief praise statements and prompts to Olivia during the period in which Olivia is expected to work quietly and remain in her seat. This will

help bridge the gap between giving the assignment and receiving teacher attention and feedback at the end of the specified period of time.

**Consequences---Describe how positive consequences will be delivered following appropriate behavior and what strategies will be used to respond to challenging behavior.**

Ms. Marcella will respond to Olivia when she raises her hand. In addition, if Olivia engages in appropriate behavior for the specified time period, the teacher will move to Olivia's desk and praise Olivia for working quietly and staying in her seat and will provide feedback on her work. Ms. Marcella also will frequently provide brief verbal and visual (e.g., thumbs up) praise to Olivia for engaging in appropriate behavior during the specified period of time.

If Olivia leaves her seat and bothers peers, Ms. Marcella will ignore Olivia and will interact with the peer that Olivia is bothering.

**Plan Implementation---Describe when and where will the plan be implemented and who is responsible for implementing the plan.**

Ms. Marcella will be responsible for implementing the plan during all individual and small group academic work activities.

**Monitoring/Evaluation Plan---Describe a plan for data collection and review.**

Ms. Marcella will identify two activities each day in which to collect data. She will record the number of times Olivia engages in challenging behavior in each activity period. The behavior support team and Ms. Marcella will review the frequency data collected every two weeks to determine the need for revisions and continuation of the plan.

**Coordination with family/caregivers---Describe how the student's family will be involved and how information will be shared with the student's.**

Ms. Marcella will send a progress summary and recommendations for continuing or revising the behavior intervention plan to Olivia's parents at the end of each two week period.

Another way to show the positive behavior intervention plan is through an ABC chart.

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Student's Name Olivia Date \_\_\_\_\_

### CURRENT CHALLENGING BEHAVIOR SITUATION

Time/Activity/ Antecedent Triggers and Contextual Factors	Challenging Behavior	Consequence	Function of Behavior
<p>Individual or group work.</p> <p>Ms. Marcella is working with another student or at her desk during the activity.</p>	<p>Leaves seat, bothers peers, asks Ms. Marcella a question or initiates interaction without first raising her hand and waiting for Ms. Marcella to respond.</p>	<p>Ms. Marcella tells Olivia to return to her seat, do her work, stop talking to and bothering peers. Ms. Marcella frequently walks Olivia back to her desk where she helps Olivia complete the assigned task.</p>	<p>Positive Reinforcement: Obtains teacher attention</p>

### INTERVENTION PLAN: TO PROMOTE APPROPRIATE REPLACEMENT BEHAVIOR

Time/Activity/ Antecedent Triggers and Contextual Factors	Appropriate Behavior	Consequences	Function of Behavior
<p>Individual or group work.</p> <p>Ms. Marcella may be working with another student or at her desk during the activity.</p> <p>Ms. Marcella gives students an assignment for individual or group work.</p> <p>Ms. Marcella will remind Olivia to raise her hand if she needs help during the activity.</p> <p>Ms. Marcella will tell Olivia that she will check her work in five</p>	<p>Works quietly, stays in her seat, participates in group work, raises her hand.</p>	<p>During the five-minute period Ms. Marcella will praise Olivia at least three times for working quietly and with her peers.</p> <p>Ms. Marcella will move to Olivia's desk when Olivia raises her hand. She will answer Olivia's question or provide assistance.</p> <p>At the end of the five-minute period, Ms. Marcella will praise Olivia for working quietly and staying in her seat. Ms. Marcella also will provide feedback on Olivia's</p>	<p>Positive Reinforcement: Obtains teacher attention</p>

<p>minutes if she is working quietly.</p> <p>Ms. Marcella will provide frequent prompts to keep working, reminders of how soon she will check Olivia's work.</p>		<p>work.</p>	
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### INTERVENTION PLAN: TO DECREASE CHALLENGING BEHAVIOR

Time/Activity/ Antecedent Triggers and Contextual Factors	Challenging Behavior	Consequences	Function of Behavior
<p>Individual or group work.</p> <p>Ms. Marcella may be working with another student or at her desk during the activity.</p> <p>Ms. Marcella gives students assignment for individual or group work.</p> <p>Ms. Marcella will remind Olivia to raise her hand if she needs help during the activity.</p> <p>Ms. Marcella will tell Olivia that she will check her work in five minutes if she is working quietly.</p> <p>Ms. Marcella will provide frequent, quick verbal prompts to keep working and reminders of how soon she will check Olivia's work.</p>	<p>Leaves seat, bothers peers, asks Ms. Marcella a question or initiates interaction without first raising her hand and waiting for Ms. Marcella to respond.</p>	<p>Ms. Marcella will ignore Olivia and will interact with the peer(s) that Olivia is bothering.</p>	<p>Punishment: Does not receive teacher attention and teacher attends to another student.</p>