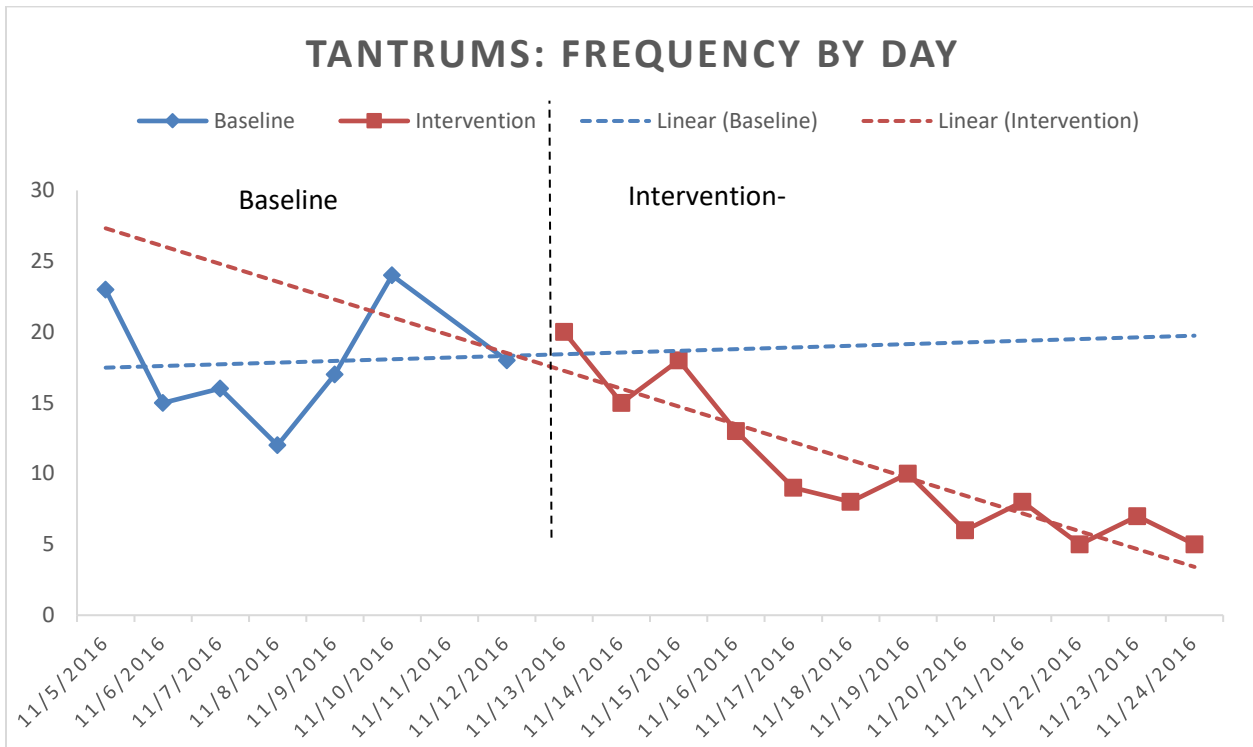


Behavior Intervention Plan

- **Individual**
 - Age 8/ grade 2
 - Classroom and home setting
- **Target Behavior**
 - Tantrums- screams and throws materials and objects that are in a close vicinity to him.
- **Function of Behavior**
 - Through direct observation, the Motivation Assessment Scale (MAS) and the Functional Analysis Screening Tool (FAST) completed by his classroom teacher, special education case manager, parents, and another specialist, Student hypothetically engages in tantrums (screaming and throwing objects that are in a close vicinity to him) to obtain a tangible item or to avoid / escape from having to do specific tasks with variability due to context. Settings or situations in which the target behavior is most likely to occur includes amongst peers during work time, coming back from recess, and switching from one task to another before he is ready. Based on observation, these tantrums occur when the student wants something or when he wants to avoid something.
- **Baseline of Target Behavior**
 - Transitioning from morning recess into classroom time leads to screaming and throwing of objects
 - Doing math and then being told it is time to start English leads to screaming and throwing of objects
 - Coming in from lunch and recess to start assignments leads to screaming and throwing objects
 - When he does not finish an assignment, and has to move on to something else he starts screaming and throwing objects
- **Replacement Behavior**
 - Provide student with a timer to keep track of how long he has left to work on an assignment, to help better prepare him for transition.
 - Take five deep breaths, use words to state the desired activity or object wanted.
 - Use class pass intervention to provide the student with a short break from work to engage in preferred activities.
 - Provide the student with active response beads for when he is upset, he can lay his head on his desk and slowly count down from 10 while taking deep breaths to calm himself before getting back to work or joining the group again.
- **Intervention Plan (Including Positive Behavioral Supports)**
 - The classroom teacher will support growth of the replacement behavior by encouraging the boy to use the replacement behavior strategies by teaching how to use them properly, providing the student with verbal prompts to use the replacement behavior if the student becomes upset, and by observing how well the replacement behavior is working.

- There will be communication between school and home to help promote the growth of the replacement behavior, at the beginning of the intervention, the teacher will have a conference with the parents to explain and teach them about the strategies used in the classroom to lessen the target behavior. These strategies could also be used at home, this will provide consistency for the child between school and home.
 - The classroom teacher will have to have a handful of pleasing activities for the child to use for the class pass strategy. Class schedule may need to be modified for the student as an individual to allow time for breaks as well as time to complete curriculum work so the student does not become behind in school work.
 - Supervision will be required for the class pass as well as the active response beads to make sure the student is using them appropriately and not distracting his classmates. The classroom teacher will provide the supervision during these times.
 - To reinforce the replacement behaviors the teacher will create a rewards system chart, for every time the student uses the replacement behaviors rather than his targeted behavior he will receive a star on the chart, at the end of the week if he has filled his chart he receives a reward at home. This reinforcement involves the teacher as well as the parents.
 - Methods used for decreasing the target behavior would be to provide the student with enough time to complete assignments, give him an ample warning for when transitions will be happening so that he can start to prepare for it, and teaching the student how to communicate effectively what he wants or needs rather than exhibiting the target behavior.
 - At the beginning of the intervention a fixed ratio reinforcement schedule will be used to reinforce the replacement behavior. Each time the student exhibits the replacement behavior rather than the target behavior he will receive a star. This is like a point system, if by the end of the week he fills his sheet he receives a reward at home.
 - After the student starts to display the replacement behavior more frequently the reinforcement schedule will switch to a variable ratio and he will receive stars variably rather than after every occurrence of the replacement behavior.
- **Consequence for “Extreme” Behavior**
 - For extreme behaviors, the student will follow school policy just as other students would if behaviors become too aggressive. If needed the class will leave the room if the child becomes too aggressive and is endangering the other students.
- **Data Collection Method**
 - Data will be collected by using ABC data collection with the ABC Functional Behavior Assessment.
 - Data will also be collected by frequency; tally marks will be used to mark how many times a day the screaming and object throwing tantrums occur.
 - The classroom teacher will collect the data in the classroom setting and parents are encouraged to collect data at home, by collecting data at school and at home we will be able to better understand all triggers that may be causing the target behavior.

- **Graph of Data**



- **Recommendations for further Plan Adjustment**

- In the case the plan is not producing desired effect we will meet as a group and come up with other replacement behaviors to try.
- If the plan is progressing faster than expected the plan can be implemented across more of the students' environments such as gym, lunch, recess etc.
- If some replacement behaviors work better than others than those will be reinforced more and the other replacement behaviors will no longer be used.
- If plan is working well the teacher can start having the student monitor himself more and help collect data on how well the plan is working for him.

- **The start of intervention is 11/13/2016 and the plan will be reviewed six weeks from that day on 12/25/2016.**