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EDU 412 DE

Mrs. Jaylia Prussing

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**Behavior Intervention Plan**

* **Tommy**
  + Age 7; Grade 1
  + General Education Classroom
* **Gets out of Desk**
  + Tommy repeatedly gets out of desk both during class and worktime. Getting out of his desk includes walking around the room, laying on the floor, and crawling around on the floor. As well as pestering other students by talking to them, poking them with his pencil and touching the things on their desk.
* **Function of Behavior**
  + Tommy avoids doing his work as well as to gain attention from his classmates and the teacher.
  + Through direct observation, the Motivation Assessment Scale (MAS) and the Functional Analysis Screening Tool (FAST) completed by his classroom teacher, special education case manager and another specialist, Tommy consistently gets out of his desk during class and worktime to avoid doing his work and listening during the lecture portion of the class, as well as to gain attention from the teacher and his classmates. Tommy exhibits the target behavior most often in the general education setting. Tommy performs much better with one-to-one interaction with a paraprofessional and special education teacher. Based on observation, maintaining consequences are adult attention and obtaining preferred items or activities.
* **Replacement Behavior**
  + The replacement behavior that would be preferred is Tommy staying seated during class time and worktime much longer and getting out of his desk less often (if at all) than he currently does. As well as keeping quiet and not disrupting his peers.
* **Intervention Plan (Including Positive Behavioral Supports)**
  + To start, the teacher will place a large rubber cord on the bottom of Tommy’s desk for him to kick when he needs to release energy. He will also be placed in the front and off to the side, with his desk facing both the teacher and his peers. By placing his desk in that spot, he will be able to see the entire class, therefore reducing the amount of times he turns around to the other students and is also far enough away from the other students’ desks so that he cannot touch them. Also, have Tommy wear a weighted vest during class, this will be in an attempt to help him stay seated longer.
    - Communication from teacher to parent/guardian, as well as from general education teacher to special education teacher and paraprofessional are crucial. The teacher or para will keep track of how the student responds to the intervention and will continue to record how often he demonstrates the target behavior. The information gathered will go into the child’s file as well as in a notebook that is sent home to the parents daily. The parents will need to initial off that one, or both, have seen the documented information and will also need to record if their son presents the target behavior at home.
    - Curriculum does not need to be modified for Tommy.
    - Supervision is always required for Tommy by either a paraprofessional or teacher (he does not have a full-time aide at this point, but simply needs constant supervision).
    - The teacher will use planned ignoring as well as negative punishment such as decreasing free-time and his ability to pick his own activity to do during free-time each time the undesired target behavior is exhibited.
    - The reinforcement behavior will be enforced each time the student is exhibiting the undesired target behavior. The reinforcer will be a sticker on his chart for each time he goes a certain amount of time working without disrupting the class (i.e. he went the duration of the lecture on that particular subject without disrupting the class, therefore he gets a sticker on his chart).
* **Consequences for Extreme Behavior**
  + Extreme behavior for Tommy consists of hitting, kicking, or stabbing peers with a pencil. His consequences for those behaviors will be apologizing to that individual, personally telling his parents of his actions, as well as losing his privilege to go outside for recess that afternoon and any free-time choices he has that day.
* **Data Collection Method**
  + Data was collected by the teacher and paraprofessional observing the child in class. They observed the frequency of the target behavior for every hour during the day. The data collection took place over 5 consecutive days.
* **Recommendations for further Plan Adjustment**
  + Should the initial intervention plan show little to no improvement, Tommy should be placed with an aide full time as well as evaluated for a learning disability such as ADHD.
* **Date for Plan Review**
  + Plan review will take place 2 weeks after the intervention plan has been implemented.