**Behavior Intervention Plan**

* **Individual**
  + Jake Lee is an eight-year-old second grade student in Mrs. Jones’ classroom. The setting of the behavior displayed by Jake take place in Mrs. Jones’ general education classroom.
* **Target Behavior**
  + The behaviors displayed by Jake consist of outbursts and explosive reactions by flipping chairs and tables, hitting, kicking, punching walls, running away from adults while screaming at a high volume, and/or attempting to climb furniture and walls.
* **Function of Behavior** 
  + Through direct observation, the Functional Assessment Screening tool (FAST), and the Motivation Assessment Scale (MAS) completed by his classroom teacher (Mrs. Jones), special education manager, and another specialist, it has been concluded Jake’s outbursts and explosive reactions hypothetically come from two sources/situations and is an attempt to escape and/or avoid the material in the lesson. The first situation where a behavior is more likely to occur is when Jake is frustrated or does not understand a piece of the lesson or instruction. The second situation where behaviors are more likely to occur is when Jake is seeking attention from one or more adults in the room. As of now, it is unknown why he is seeking attention, but behaviors often occur when another child in the classroom is being attended to.
* **Baseline of Target Behavior** 
  + The following baseline data represents the frequency of behaviors Jake displays in the classroom during a one-week period. Each behavior lasted no more than five minutes and occurred during whole group instruction and individual work time.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Morning** | 3 behaviors | 1 behavior | 0 behaviors | 0 behaviors | 2 behaviors |
| **Afternoon** | 3 behaviors | 0 behaviors | 0 behaviors | 1 behavior | 1 behavior |

* **Replacement Behavior**
  + When Jake does not understand the instruction or has become frustrated with the material, he may raise his hand and ask the teacher a question. If the teacher is unable to answer his question or assist him with his work instantly, he may write his question down on a piece of paper and wait for the teacher to assist him, or he may ask one of his peers sitting next to him to clarify the instruction and/or material.
  + If Jake begins to feel overwhelmed or frustrated in the classroom, he may go to the Quiet Corner in the classroom and take a brief 5 to 10-minute break and return to his seat.
* **Intervention Plan**
  + To support the growth of replacement behaviors, Jake will receive 5 punch cards (one for each day of the week) at the beginning of the week. Each of the punch cards will have 10 stars on it which will be punched out each time a replacement behavior has occurred. For example, each time Jake successfully raises his hand to ask a question regarding the material, he will receive a punch on his punch card. At the end of each day, Jake and Mrs. Jones will tally up the punches and if Jake has 80% of his card punched out for the day, he will receive a token. At the end of the week, Jake will be able to turn in his tokens for a reward. A preference assessment consisting of Free Choice and asking Jake what he would like to earn will be conducted to determine what the reward will be. Jake will receive a different reward based on how many tokens he received throughout the week. For example, if Jake had a challenging week and received two tokens, he will still be able to trade the tokens in for a smaller reward than what he would have earned if he had received a token each day of the week. Tokens and punches will not be taken away from Jake as a punishment or behavior management technique. When beginning, a fixed ratio schedule of reinforcement will be used, meaning each time Jake displays the replacement behavior, he will receive a punch on his punch card. As time goes on, the fixed ration reinforcement schedule will gradually fade into a variable ratio, meaning Jake will not receive a punch in his punch card each time he displays the replacement behavior, but he will receive punches at random, unpredictable intervals.
  + A communication journal between home and school will be used. Mrs. Jones will write how Jake’s day went, any behavior occurrences, and a general update regarding Jake’s positive and negative behaviors throughout the day. Jake’s parents will write general updates of Jake’s nights and weekends. This may include any positive or negative behaviors at home, family updates that may affect Jake’s school day, or anything that occurred during the weekend that is different from family’s typical routine (family visiting from out of state, a trip to the zoo, a birthday party, etc.). If an extreme behavior should occur throughout the day, Mrs. Jones will notify one or both of Jake’s parents through a phone call and/or email, and the incident will also be documented in the communication journal.
  + Mrs. Jones will notify Jake’s other teachers (physical education teacher, music teacher, etc.) if he is displaying challenging behavior prior to transitioning into the new class environment. If Jake is displaying extreme behavior and is unable to transition out of the general education classroom, Mrs. Jones will notify the other teacher and explain Jake’s absence.
  + Jake will receive preferential seating and will be seated near the front of the room and/or near Mrs. Jones’ desk. If possible, Jake’s seat will also be near to or easy access to the Quiet Corner. This is to ensure Jake will cause as little distraction as possible if he needed to go to the Quiet Corner during whole group instruction. By sitting near the teacher, Jake will have quicker access to Mrs. Jones if he does not understand the material or is becoming frustrated.
  + If available, Jake will be assigned a paraprofessional for an hour in the morning and an hour in the afternoon. If paraprofessional support is not available, Mrs. Jones will supervise Jake throughout the day. There will be a plan and a team in place if Jake displays a behavior or behaviors that Mrs. Jones is unable to de-escalate on her own.
  + To decrease the target behavior, planned ignoring will take place. After Jake has notified the teacher of a question or frustration he may have and the question has been answered and/or acknowledged, Jake must wait for assistance and/or continue to progress through his work. If he begins to make noises, being to hit his desk, etc., Mrs. Jones will ignore the behaviors. Mrs. Jones may ask Jake to stop once or twice if the planned ignoring does not de-escalate the situation.
* **Consequences for “Extreme” Behavior**
  + In the event Jake displays behavior that is considered to be extreme (endangering himself or others and/or causing more than $1500.00 in damages to school property), the school safety plan is to be followed. Please reference the Bismarck Public Schools Seclusion and Restraint Policy. Link is attached.
    - <http://agree.org/data/upfiles/media/Bismarck%20Public%20Schools.pdf>
* **Data Collection Method**
  + The frequency of Jake’s behavior in the morning and the afternoon will be recorded. Mrs. Jones will observe Jake while in the classroom and will tally each time the target behavior occurs. If the behaviors displayed by Jake begin to last more than 5 minutes and begin to delay instruction and work time, the frequency as well as the duration of the behavior will be recorded.
* **Graph of Data**
  + The following graph represents the data that has been collected in the month of September. The blue line represents the number of behaviors that occurred before the behavior intervention plan was implemented. The orange line represents the number of behaviors that occurred after the intervention had been implemented. The dotted line represents the phase change.
* **Recommendations for Further Plan Adjustment** 
  + To ensure the replacement behavior is effective, gradually fade out the fixed ratio reinforcement schedule and begin using a varied ratio reinforcement schedule.
  + If Jake continues to display the target behavior, adjust the rewards and have him earn something “big” (extra free time, no homework, etc.)
  + If replacement behaviors are not effective, continue to observe and see what typically calms Jake down after the behaviors he is displaying have de-escalated.
* **Date for Plan Review** 
  + Plan review will take place January 20, 2016