

## Behavior Intervention Plan

**Student:** KG

**Grade:** 6

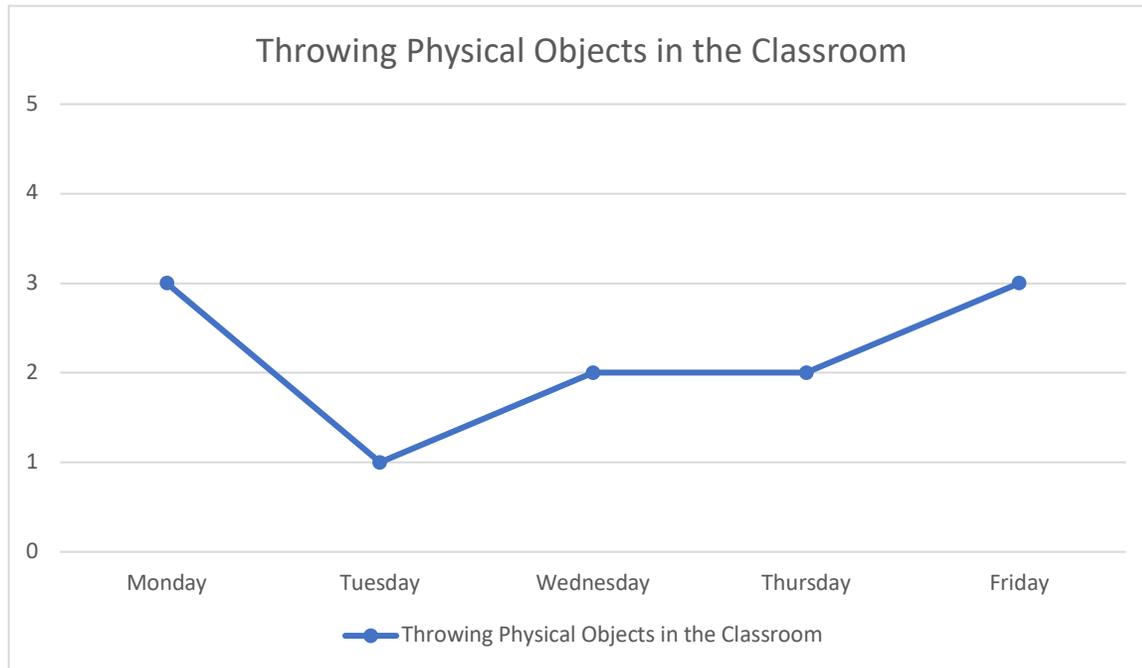
**Setting:** Classroom

**Target Behavior:** Physically picking up and throwing objects (chairs, pencils, notebooks, books, or desks) at peers or teachers in the general education classroom

**Functional Behavior Assessment:** When reviewing the information collected from the PTR survey, the team determined the function of the target behavior is avoidance/delay of a task. The student exhibits the target behavior when they are presented with a non-preferred task or any of the circumstances that are listed underneath the most likely heading. The student's consequences resulting after the target behavior are that the student gets kicked out of class and results in the student not having to do the task at hand.

**Function:** Avoidance/delay of a task

**Baseline:**



**KEY:**

**Problem Behavior : Physical Aggression**

**Definition:** Physically picking up and throwing objects (chairs, pencils, notebooks, books, or desks) at peers or teachers in the general education classroom

**Time/Routine:** All day

5 = Threw Items 0 times

4 = Threw Items 1-2 times

3 = Threw Items 3-4 times

2 = Threw Items 5-6 times

1 = Threw items 7-8 times or more

**Replacement Behavior:** Walks out of the classroom into the team area without slamming the classroom door or throwing any objects

### **PTR Implementation**

#### **Prevent Interventions:**

1. Free choice seating (back of classroom, front of classroom, on the floor, in the chair, standing, wobble stool)
2. Who to do work with (with the class, classmate, paraprofessional, individually)
3. Where to do work (classroom or team area)
4. Snacks (Student can eat a snack whenever they feel hungry)
5. Coupon system (can use a coupon to do a preferred task for a specific amount of time)
6. Prior to class, teacher will present student with choice available for that day
7. Prior to non-preferred task, teacher will give verbal praise and non-contingent attention.
8. Student gets a 5, 10, and 15 minute break coupon that they can use at any point during the day (to delay the tasks of their choice).

#### **Teach Interventions:**

1. When student begins to feel irritated, teacher will walk over and lay a prompt card (take a break with a coupon) by the student while walking by.
2. Student will then lay a coupon card on their work area
3. Student will walk out of the classroom to the team area without slamming the classroom door shut.
4. Teacher will then walk out and positively praise the student for taking an appropriate break
5. Student will take a sensory break (for coupon amount)
6. Teacher will give 2 minute warning when break time is ending
7. Teacher will then announce the end of the break and positively praise the student for completing their break
8. Teacher again gives student the choices of the day on how they can complete the task at hand
9. Reflection with teacher and student will take place at the next appropriate break time of the whole class
10. Student during individual instruction minutes will go over sensory/break reinforcers they want to use and how to appropriately take the break

#### **Reinforce Interventions:**

##### **Coupon System:**

Everyday student arrives at school they receive a 5, 10, and 15 minute coupon to use that day.

If student completes 3 tasks determined by the teacher, student can earn 10 minute coupons.

Student can earn 3, 10 minute coupons a day.

Student can use coupons to play computer, read, work on other homework, draw, do a puzzle

Student's max of coupons is 90 minutes a day.

Student may only rollover 60 minutes to the next day.

##### **Verbal praise:**

"I am very proud of you for walking out of the classroom at an appropriate time"

"You used your break at a great time"

"I love how you recognized you were feeling frustrated and walked out to take a break."

"Take a break and have fun with your time!"

**Data:** Data will be collected by the general education teacher throughout each class. The teacher will tally the frequency of the student's target behavior and replacement behavior. At the end of the day, the special education teacher will collect the day's frequency and transfer it over to the iBurst.

**Review Date:** 1/4/2019