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EDUC 350
April 27, 2010

Behavior Intervention Plan

Student: Greg Bolt

Class: Third Grade

Date: April 27, 2010

Behavioral Definitions:

Target Behavior:

Reduce blurting out—talks inappropriately out of turn and to his neighbors, distracting other students and not giving them a chance to answer questions.

Replacement Behavior:

Greg will be given a dry erase board to write down answers to questions and if he wants to answer them aloud he must raise his hand. Also, the teacher will pick where he sits.

Rationale:

It is important for Greg to continue answering questions, but it is also important that his peers can answer questions as well to see that everyone is learning. If Greg keeps blurting out the answers, the teacher would not be able to assess the other student's knowledge on the questions. Also, if he is talking to his neighbor than him and his neighbor are missing out on important information which could lead them to missing an academic standard.

Baseline Data:

When watching Greg in a span of twenty-five minutes during whole-class instruction, he blurted out fifteen times. The first five times were during a teacher lead vocabulary lesson where he blurted out answers. The other ten times occurred when the teacher was reading a book aloud to the students. These ten blurt outs consisted of what he thought was going to happen next, repeating what the teacher said, and talking to a neighbor.

Antecedents	Behavior	Consequences
Teacher asks a questions that student is able to answer	Blurts out the answer	Student is acknowledge by both teacher and other students and feels good about getting an answer correct
Teacher is reading or giving a lesson	Talks to neighbors	Gets attention from both the teacher and his neighbor.

Function of the Behavior:

Greg's behavior allows him to get attention from almost everyone in the classroom. It shows the students that he knows the answers.

Behavioral Objective:

- 1) When teacher is asking a question to the whole class, Greg will raise his hand if he wishes to verbalize his answer 85% of the time.
- 2) When wanting to express an opinion about something being taught, Greg will raise his hand before speaking nine out of ten times.

Intervention Procedures:

Antecedent modifications:

Tier 1

During class, each of the students will have white boards that they can write down answer to questions the teacher asks.

Tier 2

Put a reminder of the student's desks, such as a picture of a student raising their hand.

Tier 3

Student is seated near the front where the teacher can periodically point to the reminder.

Positive Reinforcement for target and/or replacement behavior(s):

- 1) If Greg can go through one subject without blurting out answers, he will get to answer the first question the next day during that subject.

- 2) If Greg goes an entire day without blurting out an answer, he can have ten minutes of computer time.
- 3) If Greg can go an entire day without talking to his neighbor during teacher instruction, he may choose who he sits next to during teacher reading.

Extinction of problem behavior:

- 1.) If Greg blurts out an answer to a question, he will not be called on to answer a question the next day during that subject.
- 2.) If Greg does not complete the day without blurting out, he will not get ten minutes of computer time.
- 3.) If Greg cannot go an entire day without speaking to his neighbor during teacher instruction, he will not get to sit by who he wants to during teacher reading.

Fading and Generalization Plan:

- 1) After five consecutive days of not blurting out, Greg will no longer be seated at the front of the class.
- 2) After ten consecutive days of not blurting out, Greg will no longer be answering the first question the next day in class.
- 3) After 5 weeks of fewer than four blurt outs, Greg will gradually be weaned from computer time.

Data to be collected during Intervention:

The teacher will tally each time Greg answers a question out of turn or talks to his neighbor during instructional time. The teacher will keep track of what subjects or classes he is in and who he is sitting by to determine the cause of the problem.

BIP Review Date:

May 5, 2010

Personnel and Roles

The general education teacher will review tier 1 with all of the students so they understand the white boards. Then she will go through tiers two and three with the students who need it. She will explain to Greg how the rewards will work, and when he receives them. She will also contact his other teachers to have them follow the procedures as well.

If an aid or paraprofessional is available he/she can help tally Greg's behavior.

Special education teacher and other teachers Greg is with throughout the day will also keep track of his behavior and keep the general education teacher in touch with how he is doing.

The student is informed about the situation and how his behaviors affect himself and others and how he can earn rewards if his behaviors improve.

Emergency Procedures:

If Greg continually talks to his neighbor (four or more times in ten minutes) during instructional time, he will be moved to a desk in the front corner of the classroom, where he will have nobody to talk to.