

Behavior Intervention Plan

Student: Robert

Class: 3rd Grade, Mrs. Jones

Date: April 14, 2009

Behavioral Definitions

Target Behavior: Reduce the number of outbursts (the student throws objects, raises his voice above a conversation level, crawls under nearby table or chairs, and leaves the table or desk area)

Replacement Behavior: Complete assignment or activity at seat without raising voice above a conversation level or without throwing objects.

Rationale: If the student does not learn to complete tasks at seat without disruptions, he will not meet third grade academic standards. If the student continues to cause disruptions and distract the other students from learning, the other students will not meet third grade academic standards.

Baseline Data:

- The student was observed on 10/21/08 for 45 minutes during a math lesson and exhibited eleven "outburst-like" behavior including leaving his seat, yelling "no", throwing hands and pencil into air, and hitting his head on the desk.
- The student was observed on 10/27/08 for 30 minutes during a reading lesson and exhibited 19 outburst behaviors including throwing his book, yelling at the teacher, leaving his seat, crawling under his seat, and pounding the table with his fists.
- The student was observed on 10/28/09 for 45 minutes during a math lesson. The student exhibited 14 outburst behaviors throwing his pencil, yelling at the teacher and another student regarding a math answer, putting head down on table repeatedly, stamping feet on the floor, clenching jaw muscles and refusing to speak, leaving the table, and shoving his math paper off the desk.

Antecedent	Behavior	Consequence
Time to work – independent	Clenches fist and jaw, slams fist on table, puts head in arms, verbally refuses to work, leaves desk/work area	Student is told to stop the current behavior, sit down, and begin working again
Teacher tells student to work	Student verbally refuses to work, throws down paper/pencil/crayon, slams fist on table repeatedly and/or stomps feet on ground repeatedly	Student is taken to time-out room and remains there until he verbally says he is ready to work again
Teacher gives oral directions	Student does not look at teacher; walks away from desk/work table, puts head down on desk, uses arm to slide work off of desk and onto floor.	Teacher walks to desk and talks with student individually, teacher asks student to put things back on desk
Teacher repeats oral command to begin working to the student	Student throws books/pencils/chairs; slams head/fist on table; stomps feet; verbally refuses to work in a loud (above normal conversation level) voice	Student is taken to the time-out room if he continues to refuse and remains there for the rest of the morning or afternoon session

Function of the Behavior: The student’s behavior allows him to avoid completing the task or assignment given. The student is also provided with individual attention from the teacher. The majority of the outbursts occur during mathematics, reading, or writing.

Behavioral Objective:

- When given directions, Robert will quietly follow directions within 30 seconds 4 out of 5 times.
- When receiving assistance, Robert will quietly comply within 30 seconds 4 out of 5 times.

Intervention Procedures

Tier 1: All students in the classroom will be taught “cooling-down” strategies (i.e. counting to 10 or breathing exercises). All students in the classroom will be expected to begin working within 30 seconds after directions have been given.

Tier 2: The classroom desks will be rearranged. Robert's desk will be moved close to the teacher's desk. Robert's workstation will be at the back of the room at an individual work table. Robert's work will be "chunked" and he will be allowed to complete it in parts throughout the independent work time. Robert will also receive more a more intensive type of instruction within a small group setting in regards to "cooling-down" techniques.

Tier 3: The student will receive a modified number of problems or tasks to complete in regards to academic work. The student will receive the assistance of an aide in completing academic tasks.

Antecedent modifications:

1. The instructor will stand next to Robert when giving directions.
2. The instructor will phrase directions in a positive manner.
3. Robert will only be given the materials necessary he needs to complete the assignment. The rest of Robert's materials should remain somewhere else.
4. Robert will work at a table in the back of the room to do his work.
5. The task(s) will be modified to Robert's current level of instructional level.

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

1. If Robert completes the assignment without displaying an outburst behavior, he will receive a sticker. When Robert has collected 10 stickers he will be allowed to play a board game with the teacher during recess time.
2. If Robert begins his assignment quietly within 30 seconds after directions have been given, he will be allowed to read in the teacher's chair during SSR time at the end of the day.
3. If Robert does not display an outburst behavior when receiving assistance from the teacher, he will be allowed to lead the class in line.

Extinction of problem behavior:

1. If Robert displays an outburst behavior when completing an assignment he will not receive a sticker.
2. If Robert does not begin his assignments quietly within 30 seconds of the directions being given he will have to remain in his own seat for SSR.
3. If Robert displays an outburst behavior when receiving assistance from the teacher he will not be allowed to lead the class in line that day.
4. If Robert displays outburst behaviors during instructional or independent work time he will go to the time-out room for a five minute break. Robert will take a timer with him and check both in and out with the time-out supervisor. When Robert returns he will be expected to work.

Fading and Generalization Plan:

Fading

- After two weeks of completing his work without an outburst, Robert will work at his desk with only the required materials.
- After two weeks of working at his desk with only the required materials, Robert will receive all of his school supplies to be placed within his desk.
- After three continuous weeks of complying quietly with given instructions, Robert will need to receive 20 stickers in order to play board games at recess with the teacher.
- After five continuous weeks of complying quietly when given instructions (at the 20 sticker level), Robert will no longer be given stickers.
- After three weeks of completing his assignment thirty seconds after directions have been given, Robert will be allowed to pick a new, permanent SSR reading spot.
- After three weeks of cooperating during teacher assistant with no outbursts, Robert will no longer be the line leader.

Generalization

- Robert will receive sticker reinforcement for completing assignments or other tasks in settings outside of the classroom.
- Robert will become the line leader for other classes/specials if he works alongside teacher assistance with no behavioral outbursts.

Data to be collected during Intervention:

- The general education and special education teachers will time how long it takes Robert to begin his task after directions are given.
- The general education and special education teachers will keep a record of assignments and tasks that are both completed and accurate by Robert.
- The general education and special education teachers will record when Robert received assistance and if he did/did not exhibit outburst-type behavior.

BIP Review Date: May 14, 2009

Personnel and Roles

- Mrs. Jones will discuss with Robert how he can earn 10 stickers and then enjoy the opportunity to play a board game at recess with the teacher. She will also explain to him how he can become the line leader for the day and how he can sit in the teacher's chair during SSR. Mrs. Jones will also set up an area in the back of the room for Robert to work on his tasks. In addition, she will collect data for this BIP.

- The Special Educator will discuss with Robert how the cool-down exercise will work. She will discuss the procedures of how to take the timer, exit the room, check-in with the time-out teacher, and then check-out and return to the room when the timer is complete. She will discuss with Robert appropriate cool-down techniques to employ in the time-out room and in the classroom. The special educator will also collect data for this BIP.
- The classroom aide will join Mrs. Smith in the discussion for how Robert can enjoy time in the privilege of being line leader or sitting in the teacher's chair during SSR. The classroom aide will also be responsible for collecting data for this BIP.

Emergency Procedures:

- If Robert's outbursts become extreme (defined as uncontrollable anger, other students are in danger, Robert becomes a danger to himself, or similar behaviors), the students in the room will leave and go to Mrs. Brown's classroom next door while the classroom teacher will notify the office and remain with Robert until he can be taken to the isolation room. Once in the isolation room, Robert will complete his schoolwork in there for the remainder of the school day.