

## Behavior Intervention Plan

**Student: Johnny**

**Class: 4<sup>th</sup> grade – Mrs. Smith**

**Date: 3-06-08**

### **Behavioral Definitions:**

#### **Target Behavior:**

Reduce verbal non-compliance = When asked to complete a task he says, “No!” or whines and does not complete the task asked of him.

#### **Replacement Behavior:**

Complete tasks that are asked of him without refusal.

#### **Rationale:**

- If he does not complete assigned tasks, he will not meet 4<sup>th</sup> grade academic standards.
- If he continues to verbally refuse to do tasks, he will continue to disrupt his pod as well as others around him, resulting in others being distracted from learning.

#### **Baseline Data:**

- Johnny was observed on 10-23-07 during Character Building in which he showed no signs of verbal non-compliance, but showed many signs of off task behavior such as drawing and talking to his neighbors.
- Johnny was observed on 11-1-07 for 30 minutes during Reading Notebook time and showed verbal non-compliance 3 different times saying phrases such as, “I don’t want to!” “No!” and “No, I can’t. I’m too far behind. I won’t do it. I can’t.”
- Johnny was observed for 30 minutes on 11-6-07 for 30 minutes during Reading and showed no signs of verbal non-compliance, but still did not do what was asked him. Instead, he would sit with his arms folded, staring at the teacher, or he would play with his eraser.

- Johnny was observed on 11-6-07 for 30 minutes during another Reading lesson and showed verbal non-compliance once when asked to read a paragraph out loud to the class. His mother was present on this day and he showed many off task behaviors such as flipping pages in a book, hitting book cover, and blowing in Mom's face. After a few minutes, he decided to work on his worksheet.
- Johnny was observed on 11-6-07 during PE class for 25 minutes in which he complied with all directions given. However, he did yell at a classmate, claiming she was not counting correctly.

<b>Antecedent</b>	<b>Behavior</b>	<b>Consequence</b>
Teacher gives oral instructions.	Verbally refuses to follow directions by whining or saying, "No!"	Teacher asks him multiple times in front of the class and then talks to him individually after other students get started.
Teacher asks him multiple times to get busy on his work.	Verbally refuses, (louder this time, disturbing the pods around him). OR he displays off-task behaviors such as flipping pages in a book, picking at his eraser, or talking to neighbors.	He is asked to take a time-out in the common area until he is ready to do his work or until he has calmed down.

### **Function of the Behavior:**

Johnny's behavior allows him to obtain extra attention from the teacher or avoid the assigned work. Most of the non-compliance occurs during Reading.

**Behavioral Objectives:**

- When given instructions, Johnny will silently comply within 30 seconds 4 out of 5 times.
  
- When assigned a task, Johnny will complete it in the same amount of time given to the rest of the students 4 out of 5 times.

**Intervention Procedures:**

**Antecedent modifications:**

1. Ask general questions to the class such as “Where did you find your notebooks?” instead of directly saying, “Johnny, you need to get out your notebook.”
2. Have Johnny sit at the back table to do his work with only the necessary materials given to him.
3. Give him a timer so he can see how much time he has left to complete the assigned task. Also, provide verbal cues every so often to the entire class such as, “You have 10 minutes left to do your worksheet.”

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

1. If he completes assignments within the allotted time frame, he will be allowed to be line leader for the rest of the day.
2. (If # 1 does not work) If he completes assignments within the allotted time frame, he will be allowed to have a ball to himself at recess.
3. If he silently complies within 30 seconds to do tasks, he will receive a sticker on a chart. Once he has 5 stickers he will be able to trade them in for 10 extra minutes of computer time.

### **Extinction of problem behavior:**

1. - If Johnny does not finish his work within the allotted time frame, he will not be allowed to be the line leader or have his own ball at recess.
  - If Johnny does not finish the work within the allotted time frame, he will need to finish it during the time when his peers are given preferred activity time.
2. If he does not silently comply within 30 seconds after given the instructions, Johnny will need to go to the common area and take a 2 minute break to cool off. He will take a timer with him to let him know when he is allowed to come back to the classroom. After the break he will be expected to start working on the assigned task.

### **Fading and Generalization Plan:**

#### Fading

- After one week of finishing his work in the allotted time frame, Johnny will do work at his desk instead of at a table.
- After one week of silently complying within 30 seconds of the given instruction, Johnny will no longer be the line leader for the rest of the day.

#### Generalization

- All teachers will be asked to give general directions to the class instead of singling him out and giving directions.
- Johnny will receive stickers in other settings than the classroom for silently complying as well as in the classroom.

### **Data to be collected during Intervention:**

- Keep a record of tasks completed with accuracy recorded. The goal is not solely for completion, but accuracy as well.
- Teacher will time how long it takes him to start on his work after directions are given.

**BIP Review Date:** April 8<sup>th</sup>, 2008

### **Personnel and Roles**

- **Mrs. Smith** will explain to Johnny how he will earn the right to have his own ball at recess or be the line leader for the day. She will also explain the sticker-reward system to gain extra computer time. Also, Mrs. Smith will be responsible for setting the timer to let him know how much time he has to complete tasks, and collect data for this BIP.
- The **Special Educator** will work with Johnny and let him know when it is appropriate to take a 2 minute time-out and explain to him what he should do/think about during the time-out.

### **Emergency Procedures:**

- If Johnny's verbal non-compliance is at an unreasonable volume that is disturbing his own class or classes around him, he will need to take his work to a quiet, isolated center where he will calm down and then complete the required task within 30 minutes.