

Behavior Intervention Plan

Student: Jane

Class: High School- Life Skills

Date: 4/1/08

Behavioral Definitions:

Target Behavior:

Reduce complaining (times that have a duration of 10 seconds or more) when working on class work.

Reduce amount of time that the student refuses to acknowledge the teacher.

Replacement Behavior:

Completes work assigned by the teacher without complaining.

Acknowledges the teacher, by making eye contact, when being spoken to.

Rationale:

If she does not complete her assigned work, she will not learn essential life skills.

Baseline Data:

Jane, in one 50 minute class period complained about school work for more than 10 seconds 5 times, and refused to acknowledge the teacher for a total of 11 minutes.

Antecedent	Behavior	Consequence
Frustrated with assigned work	Complains for excessive durations	Teacher gives attention & she avoids her assignment.
Becomes frustrated with teacher due to disability	Ignores teacher	Teacher gives attention and she avoids her assignment.

Function of the Behavior:

Avoids the assigned work, and gets extra attention from the teacher.

Behavioral Objective:

-When given a task at her instructional level, Jane will complete the task without complaining 9 out of 10 times.

-When given the cue, Jane will maintain eye contact while being addressed by the teacher 100% of the time.

Intervention Procedures:**Antecedent modifications:**

1. The teacher will make sure that the assigned work is at Jane's skill level.
2. The teacher will provide Jane with a timer, so that she knows how long she has to complete her assigned work.
3. The teacher will tap on Jane's desk twice when she wants her to acknowledge her.

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

If she spends the first 40 minutes of class diligently working in her assigned work, by not complaining, and by paying attention to the teacher while being addressed, Jane will be allowed to read the last 10 minutes of class.

Extinction of problem behavior:

If Jane does not spend the first forty minutes working efficiently, she will be ignored by the teacher and not allowed to read for the last ten minutes of the class period.

Fading and Generalization Plan:

Fading- After one week with 95% success, reading time will be reduced by 1 minute every day.

Generalization- All teachers will use the same cue when they want Jane to pay attention to them.

Data to be collected during Intervention:

-Keep a record of assigned work; check off what gets completed on time, make sure to note accuracy.

-Teacher will keep a log of the number of times the student complains for more than 10 seconds and the duration that she ignores the teacher.

BIP Review Date:

May 1, 2008

Personnel and Roles:

-The life skills teacher will teach Jane the cue for paying attention, enforce the reading time or lack of it at the end of a class period, and collect data on this Behavior Intervention Plan.

-Paraprofessional- help collect data for this BIP.

Emergency Procedures:

If Jane complains for more than 5 times in a class period, or ignores the teacher for more than a total of 10 minutes, she will be sent to the counselor's office for a maximum of 15 minutes to regroup.