

Behavior Intervention Plan

Student: Hannah

Class: Mrs. Daniels' special needs preschool

Date: March 31, 2008

Behavioral Definitions:

Target Behavior: Picking at skin, licking fingers and then touching face

Replacement Behavior: Using hands for appropriate behaviors only

Rationale: The target behaviors distract Hannah from what is taking place in the classroom, and they are also harmful to her body.

Baseline Data:

	Date	Time frame	Setting	Number of occurrences
1	Nov. 27	60 minutes	Preschool classroom	15
2	Nov. 29	100 minutes	Preschool classroom	33

Antecedent	Behavior	Consequence
Sitting in circle time or the library, waiting in line for the restroom	Repetitive picking at skin or licking fingers and touching her face	Ignored or given koosh ball to play with

Function of the Behavior: The behaviors are a way for Hannah to “clean” herself after being sexually abused.

Behavioral Objective: When observed, Hannah will use her hands in an appropriate manner 90% of the time.

Intervention Procedures:

Antecedent modifications: The teacher will give Hannah a koosh ball to play with when she is not expected to be doing anything else with her hands (such as during circle time).

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

The teacher will give verbal praise intermittently when Hannah is using her hands in appropriate ways, such as leaving them in her lap or playing with the ball.

Extinction of problem behavior: If Hannah has the ball and continues to lick or pick at herself, she will be given a verbal reminder to use her hands appropriately.

Fading and Generalization Plan: *Fading* - After one week of 90% success, the teacher will wait for five minutes of circle time or another activity to pass before giving Hannah the ball. After one week of 90% success with that, the teacher will wait ten minutes before giving her the ball. After one week of 90% success with that, the teacher will first give a verbal reminder to use hands appropriately and then give her the ball as necessary. *Generalization* – The bus aide, the librarian, and the speech teacher will also have a koosh ball to give to Hannah as needed.

Data to be collected during Intervention: Keep a record of how often the behavior occurs – with and without the ball. Also note how many times a verbal reminder was needed in addition to having the ball. Did having the ball distract her or her peers from paying attention?

BIP Review Date: May 15, 2008 at 1:00 p.m.

Personnel and Roles

The teacher – Give Hannah the ball, provide verbal reminders

Paraprofessionals – Give verbal reminders, collect data for intervention

Bus aide, speech teacher, librarian – have a koosh ball ready if necessary

Emergency Procedures: In the event that the picking becomes self-injurious, the teacher will restrain Hannah's hands until the behavior ceases. If Hannah is licking her fingers and then touching other students, she will be taken to another part of the classroom where there are no students until the behavior stops.