

Carol Fike
EDUC 350
Dr. Gust
April 18, 2009

Behavior Intervention Plan

Student: _____Mel_____

Class: _____Senior at Chief High School_____

Date: _____April 18, 2009_____

Behavioral Definitions:

Target Behavior:

Have Mel ask appropriate and necessary questions, when the appropriate time arises and in a timely matter.

Replacement Behavior:

Have Mel either ask the questions that she has to the teacher or have her write down the questions that she has so that the teacher is will know what is unclear so that she can help to answer her questions.

Rationale:

If she does not ask the questions that she has to the teacher during class, this will be reflected in her grade on her various assignments.

Baseline Data:

Mel was observed in both the Special Education Class as well as within the English 12 Class (this is a blended class with students with IEPs as well as students without).

During the time spent in the English class she did not ask the questions that she had one time in an hour and a half time period. Then after class was over she would ask me

questions, knowing that I was in the classroom. And when I asked her why she did not ask during class she said nothing. This was observed on two separate occasions.

Antecedents	Behavior	Consequences
Independent Work Time	Will work on the assignment but will not ask the questions that she has	Will complete the assignments incorrectly
Full Group Work	Will not talk in class: intimidated by her peers	Participation Points in class will be missed as well as she will lose focus since she is not actively engaged.
Small Group	Often overlooked amongst her peers, and when she does have an idea it is not shared	She automatically believes that she is incorrect (this is what she or her peers think) so she will not participate in discussion.

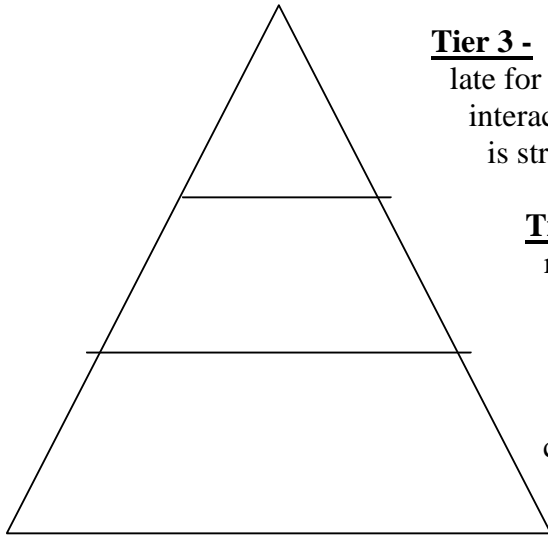
Function of the Behavior: Mel is not asking the questions that she has to the teacher.

This is creating problems during homeroom because she does not know what she is doing for part of her homework because she is not asking the questions that she has.

Behavioral Objective:

1. When Mel is unsure of the given directions she will ask questions of clarification 75% of the time.
2. When struggling with her school work Mel will ask for assistance before leaving the classroom 80% of the time.
3. If afraid to ask her question Mel will write down her question to hand to the teacher 100% of the time.

Intervention Procedures:



Tier 3 - Specific students will be permitted to be late for another class to allow one on one interaction with the teacher in which the student is struggling.

Tier 2 – The teacher will go around the room asking specific students if they have questions during the designated “work” time.

Tier 1 – At the beginning of each class every student will write down a question that they would like the teacher to answer during class.

Antecedent modifications:

1. When working on homework the teacher will be sure to float around the room and check with Mel to see if she has any questions.
2. Mel will be allowed to leave the room last so that she can ask any unanswered question to the teacher before leaving the room.
3. Mel will brainstorm questions that she has by writing down on a piece of paper to make sure that she is asking the question that she has in mind.

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

1. For every time that Mel asks a question that she has she will be allowed to run an errand for the teacher.
2. For every assignment that she completes correctly, because she asked questions along the way, it will be noted and she will receive time to help her classmates during homeroom (this is something that she enjoys and will have more time to complete this since she has had to work on her other work).

Extinction of problem behavior:

1. If she does not ask questions she will not be allowed to return to the classroom to ask questions during other class periods.
2. If she does not ask questions that she has, so her work is not completed, she will not be allowed to help her classmates with there homework.

Fading and Generalization Plan:

Fading – After one week of 90% accuracy, Mel will be allowed to stop writing down the questions that she has a brainstorming method, unless she feels as though this was the best method.

Generalizations – When she no longer needs to leave the room because she does not understand the directions for her assignments than she has begun to ask the needed questions. All teachers will float through the room making sure that Mel has no questions about the given assignment.

Data to be collected during Intervention:

When making sure that Mel is asking questions during class the teacher will make tally marks as to how many questions she asks in a given time. One chart per given class period.

	Asks a question in front of the class	Writes down a question to ask the teacher	Stays after class to ask a question	Asks a question when the teacher asks if she has a question
15 minutes				
15 minutes				
15 minutes				(continue)

BIP Review Date: May 13, 2009

Personnel and Roles

Mrs. B – English Teacher – will be sure to ask Mel if she has any questions privately during the class period. She will also stay after the class to make sure that Mel understands the assignment.

Mrs. C – Special Education Teacher – will teach Mel how to brainstorm the words to say. As well as teach her how to ask appropriate questions in a timely matter.

Emergency Procedures: If Mel forgets to ask questions during the class period, Mel will be allowed to ask a peer from the class any question that she has. And if it is a large assignment she will be allowed to go and ask the teacher, if she is not teaching another class at the time.