Behavior Intervention Plan

Student: Jessica Stiffler

Class: 3rd Grade- Mrs. Jay

Date: April 27, 2010

Behavioral Definitions:

Target Behavior:

To reduce negative attention seeking behaviors such as lying, stealing, and wondering about around the room during lessons, especially during reading times.

Replacement Behavior:

Tara will remain in her seat unless the teacher asks her to fulfill an out of seat assignment. She will not make up stories, nor steal from others. To give her the needed attention she is seeking, Tara will be put in charge of passing out the folders on a daily basis.

Rationale:

If Tara does not remain at her desk to complete assignments, she will not meet the state academic standards. When out of her seat, she distracts others. She must understand that is wrong to lie and to steal so that she does not continue to do so.

Baseline Data:

When observed for several weeks, Tara was off task and out of her seat during most every reading lesson. During a ten minute silent reading time, Tara was up out of her
chair six times. A profile card completed during a thirty minute reading lesson showed that she was not paying attention to the lesson at all. The coding system used on a different day showed that Tara had numerous marks in the distracting section. She blurted out answers that were off topic.

<table>
<thead>
<tr>
<th>Antecedents</th>
<th>Behavior</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Given reading lesson</td>
<td>Wonders around room</td>
<td>Gets attention and avoids reading lesson.</td>
</tr>
<tr>
<td>Teacher asks a question</td>
<td>Blurs out random, off topic answers.</td>
<td>Teacher acknowledges student and then refocuses the class.</td>
</tr>
<tr>
<td>Asked if an item was stolen</td>
<td>Lies and says the item is hers.</td>
<td>Teacher returns the item to the rightful owner and Tara is sent to principal’s office.</td>
</tr>
</tbody>
</table>

**Function of the Behavior:**

Tara’s behaviors allow her to receive the much wanted attention from teachers, classmates, and others in the room. She also is able to escape her reading assignments in which she struggles with.

**Behavioral Objective:**

1. When given a lesson, reading or other subject areas, Tara will remain seated throughout the whole lesson nine out of ten times.

2. When Tara wants to share a made up story, instead of blurting out in class she will write it in her journal during recess time 90% of the time.

**Intervention Procedures:**
**Tier 1:** When doing lessons, students will remain at their desk for the whole time period without getting up to sharpen pencils or to fulfill other task unless it is an emergency. Also, students will be reminded of the classroom rules on lying and stealing.

**Tier 2:** During reading lessons, Tara will sit next to the teacher to keep her on task while the teacher gives the lesson to the entire class. Tara, and others in need, will also work with a partner to help motivate her to complete reading assignments. A close eye of a paraprofessional or aide will watch for stealing of items.

**Tier 3:** Tara will be allowed to choose when she does her reading assignments as long as they are completed on time. If she chooses to do her reading assignments at different times than the class, she will be informed by the teacher or aide first thing in the morning on what the lesson is. Tara’s pockets will be emptied and her locker checked every day before she leaves school for stolen items.

**Antecedent modifications:**

1. The teacher will sit next to Tara when doing reading lessons.
2. Tara will be allowed to work with a partner or at different times on her reading assignments.
3. Students will be allowed to have breaks at given times.
4. Rules will be posted on the wall for all to see. No lying and no stealing will be highlighted!

**Positive Reinforcement for target and/or replacement behavior(s):**
1. If Tara remains seated for an entire reading lesson, she will be allowed to put a sticker on her folder.

2. If Tara remains seated for all lessons throughout the day without wandering around the classroom, she will be allowed to have lunch with the teacher on the following day.

3. If Tara does not steal, she will be allowed to pick a pencil from the prize box to take home and keep!

**Extinction of problem behavior:**

1. If Tara does not remain seated for the entire reading lesson, she will not receive a sticker for her folder.

2. If Tara does not remain seated during all lessons throughout the day, she will not have lunch with the teacher the following.

3. If Tara is caught stealing, she will not receive a prize from the box, and she will miss recess time.

**Fading and Generalization Plan:**

1. After three consecutive days of not exhibiting the target behavior, Tara will no longer be forced to sit by the teacher during reading lessons.

2. After five consecutive days of not exhibiting the target behavior, Tara will be given two optional times to complete her reading assignment.
3. After two weeks of her not exhibiting the target behavior, Tara will be weaned into doing her reading lessons during the entire class’ reading time. She will also be gradually weaned from having to empty her pockets before leaving school.

Generalizations:

All students will be required to remain seated during lessons. Every student will have given breaks to use the restroom, sharpen pencils, and etc.

Every student will be given time to write down stories in their journals in which they wish to share with the teacher at appropriate times.

Data to be collected during Intervention:

The teacher, special educator, and aides will keep tallies of how many times Tara is up wondering around the room during reading lessons each day. They will also note if there are other subject matters or times that Tara is consistently wondering. They will also keep tallies of how many times Tara is caught stealing each month.

BIP Review Date:

May 18, 2010

Personnel and Roles

Mrs. Jay will go through the rules with the entire class. Each student will begin at Tier 1 and will advance to Tier 2 and 3 if needed. She will explain to Tara that she can earn rewards such as student helper, or stickers for her folder if she follows the rules and remains in her chair during lessons. Mrs. Jay will also collaborate with other teachers,
staff, and guardians to ensure that the target area is being watched and that the given positive and negative consequences are being implement by all.

The Special Education teacher will implement the same rules and collect further data on the target behavior if it continues. He/or she will collaborate with other teachers and aides to make sure that the target behavior is being replaced by the replacement behavior.

The aides and paraprofessionals will be expected to help keep Tara on task and in her seat during lessons. They will also make sure and keep an eye on her so that she does not steal from others.

Emergency Procedures:

If Tara is up wondering around the room more than 5 times during a lesson, she will be placed in the back of the room with an aide. If she continues to steal, Tara will talk with an officer on what her consequences will be if she continues.