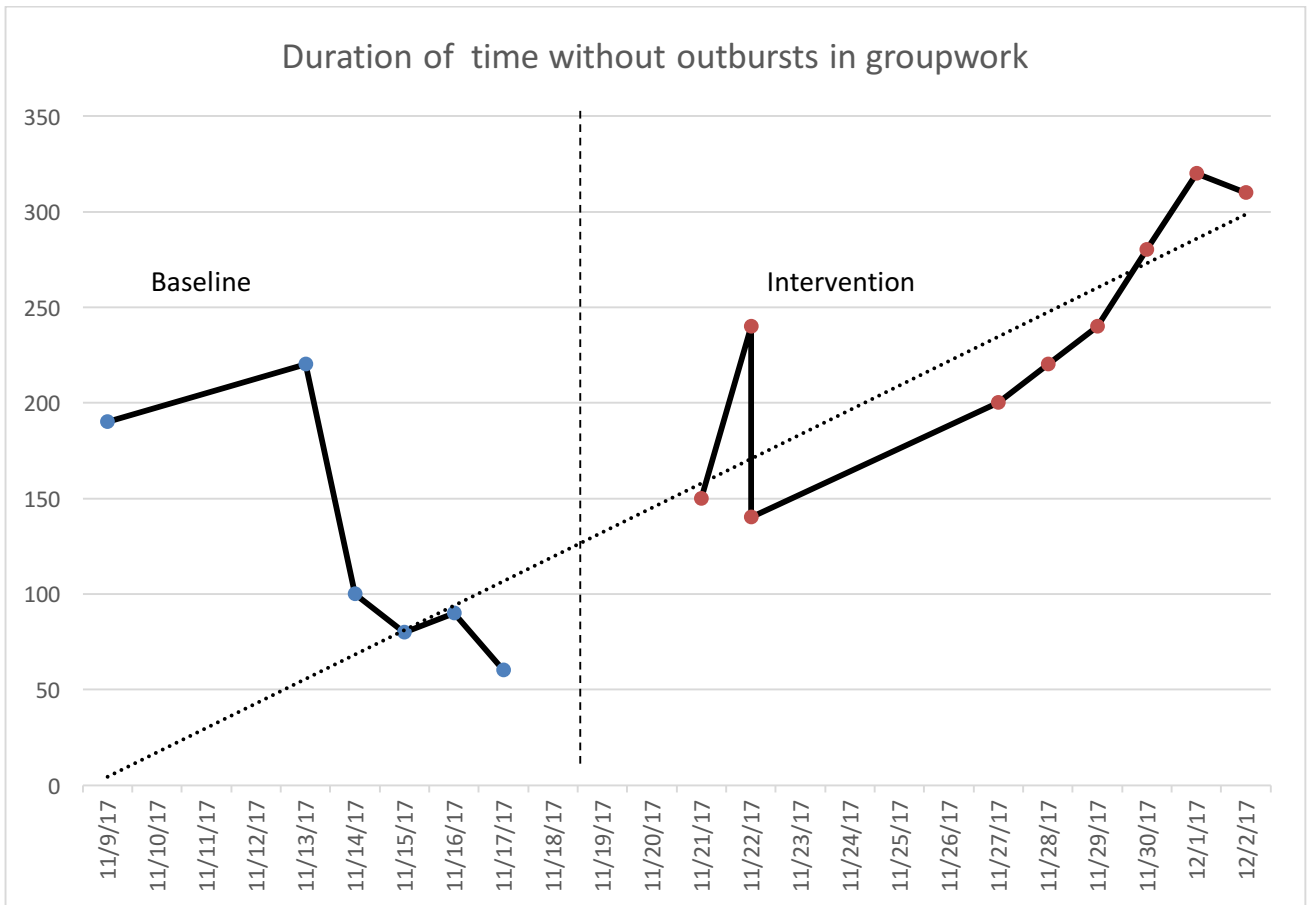


Behavior Intervention Plan

- **Individual**
 - Age 8, Grade 2
 - Likes: Creating projects, reading comics, compliments, independence, kinesthetic learning,
 - Dislikes: Math, Group work, auditory learning, worksheets, not getting to be first
 - Strengths: Helping out, adding to discussion
 - Weaknesses: Positive peer interactions, lack of confidence in abilities, reading, writing, math
- **Setting**
 - Mary Stark after school program ESP
 - Behaviors occur when: Group work, math and writing time, day after visits with mom and dad
- **Target Behavior**
 - CT has verbal outbursts that will typically occur for approximately five minutes whenever he is told that he has to work as a group. Verbal outbursts include crying, yelling, and/ or expressing hate towards other students. Phrases heard have been “I hate you! I hate everyone! I don’t have any friends”, “I cannot be nice, I don’t know how to be nice to anyone. I am going to go to jail because I hate people”. These outbursts will also occur when he has to do something involving math or writing.
 - His off task behavior after having to do group work is sitting with his head down, removing himself from group work by going and crying by himself.
- **Function of Behavior**
 - Attention: Student cries and has verbal outbursts because he wants to gain attention from the teacher.
 - Avoidance/ Escape: Desires to get out of working in groups.

Through direct observation, the Motivation Assessment Scale (MAS) and the Functional Analysis Screening Tool (FAST) completed by his classroom teacher, special education case manager and another specialist, *Student* hypothetically engages in *target behavior* (as defined above) to *obtain attention from teacher or or to get out of having to work in a group setting*. Settings or situations in which the target behavior is most likely to occur includes during curriculum with peers, recess, or anytime he doesn’t get to do exactly what he wants. Based on observation, maintaining consequences are teacher attention and escape/ avoidance of less preferred tasks.
- **Baseline of Target Behavior**
 - Duration Data – from the time he starts his outburst to when he stops. On average his outburst lasts for 5 minutes, and then off task behavior to escape goes on for at least 30 minutes after that, causing him to be off task 80% of the time.
- **Replacement Behavior**
 - Attention: CT can raise his hand and share what is on his mind.
 - Escape: CT can raise his hand and be given a break card to go on a break (i.e. do curriculum on his own, or go for a walk)

- **Intervention Plan (Including Positive Behavioral Supports)**
 - To support the growth of replacement behavior, the teacher should ensure that for every one negative comment towards CT, there will be at least 3 positive comments. Furthermore, the teacher needs to make sure that in the talks ask him about how he is doing, and if there is anything else I need. Support will be given in not having him do group work by ensuring that the projects and group work that do occur are modified, so that they can be completed solely by him. Discuss with other students that fair treatment is not always equal treatment if there are students that are upset that he gets to work by himself, while they still need to be in groups.
 - Allow CT to be the line leader each day.
 - Curriculum can remain the same throughout, however if it is a group project teacher will need to have that modified in advance so that it can be an objective he can complete with in the same allotted time as the other students.
 - Monitoring the data will need to be used on a teacher's phone from the second the outbreak starts to when the off task behavior caused by the outbreak ends.
 - To decrease the amount of outbreaks he will not have to work with a partner, if he does eventually decide that he wants to work with a partner then we will positively reinforce him every time he does work with a partner. Positive reinforcement will reward him with things he wants such as extra free time, comic books, or things he can build. Therefore, he will work towards working with a partner knowing that he will be able to receive one of these items.
 - To positively reinforce he will get a tally every time he successfully works in a group with no outbursts. Once he gets to ten he will be rewarded with one of the options above.
- **Consequence for "Extreme" Behavior**
 - Since the behavior is not dangerous, there will be no plan of action necessary to follow through with using outside sources.
 - However long his outburst lasts, that is how long he will miss out on free choice of what he wants to do.
 - Being CT's behavior is not extreme and resulting in the injury of another student for his outbursts a consequence will not always be necessary immediately.
 - If his outburst is severe tallies will be taken away from working toward his goal.
- **Data Collection Method**
 - Duration
 - Used through observation by ESP youth leader during curriculum
- **Graph of Data**



- **Recommendations for further Plan Adjustment**
 - If positively reinforcing him with ten tallies and giving him a choice option doesn't work, allow him to think of something to work towards that he would like.
 - If he continues to have outbursts, ignore him and don't give him attention and see if that will minimize the frequency of his behavior
 - Allow him to monitor his own behavior and have a clip down chart in the room, so he can assess how he is feeling and when he feels that he may have an outbreak.

We will come together after two weeks to determine if this plan is working or if additional adjustments need to be made.