

## Behavior Intervention Plan

**Student:** Wayne

**Age:** 8

**Setting/Background:** Wayne is in a 3rd-grade classroom, with generally 16 other students. There is one teacher's aid (TA), Mrs. Danvers, and the classroom's main teacher, Mr. Liner. Wayne has been diagnosed with attention-deficit/hyperactivity disorder (ADHD).

**Target Behavior:** Inappropriate play is defined as behavior that is not within the context of the ongoing activity or the misuse of leisure items (e.g., jumping on furniture, throwing toys not intended to be thrown, or breaking toys/items)

### **Functions of Behavior:**

- Through direct observation, the Functional Analysis Screening Tool (FAST) completed by his classroom teacher, special education case manager and another specialist, alongside indirect data which was obtained through teacher and parent interviews, Wayne hypothetically engages in target behavior (as defined above) to seek attention. Settings or situations in which the target behavior is most likely to occur include work centers, special classes (gym, music), and reading time. Based on observation, maintaining consequences are gaining adult attention.
- *Function:* Gain the attention of adults and peers, mainly desires adult attention.

### **Baseline of Target Behavior:**

- *Measurement Method:* Partial Interval; partial interval will be representative of the frequency of the behavior. This is the best choice of measurement for monitoring Wayne because it isn't realistic to take data on a child all day long. The behavior that is to be

modified is one that happens for not a long period, but is one that when it does happen it needs to be corrected because it typically is not appropriate for the context or setting.

- *Baseline Sessions:* Each session will last for one hour with ten minute interval periods. Anytime Wayne engages in inappropriate play, as defined above, an interval will be marked off. There will be a total of nine sessions with three happening in each day, for a total of three days of data collection. This will occur on a Monday, a Wednesday, and a Friday. *This will be discreetly done by Mrs. Danvers.*

Baseline Data:

Partial Interval	Date: Monday, 3/19						Time: 8:45-9:45am Activity: Work Centers	Name: Wayne Grade:3
Interval Number (10 minutes each)	1	2	3	4	5	6		
Inappropriate play (any time during the interval)	N	Y	Y	N	Y	N		
Appropriate play (any time during the interval)	Y	N	N	Y	N	Y		

Partial Interval	Date: Monday, 3/19						Time: 10:30-11:30 am Activity: Gym	Name: Wayne Grade:3
Interval Number (10 minutes each)	1	2	3	4	5	6		

Inappropriate play (any time during the interval)	N	Y	Y	Y	Y	Y
Appropriate play (any time during the interval)	Y	N	N	N	N	N

Partial Interval	Date: Monday, 3/19			Time: 1:45-2:45pm Activity: Reading		Name: Wayne Grade:3
Interval Number (10 minutes each)	1	2	3	4	5	6
Inappropriate play (any time during the interval)	N	Y	N	N	Y	Y
Appropriate play (any time during the interval)	Y	N	Y	Y	N	N

Partial Interval	Date: Wednesday, 3/21			Time: 8:45-9:45am Activity: Work Centers		Name: Wayne Grade:3
Interval Number (10 minutes each)	1	2	3	4	5	6
Inappropriate play (any time during the interval)	N	Y	Y	Y	N	Y
Appropriate play (any time during the interval)	Y	N	N	N	Y	N

Partial Interval	Date: Wednesday, 3/21			Time: 10:30-11:30 am Activity: Gym		Name: Wayne Grade:3
Interval Number (10 minutes each)	1	2	3	4	5	6
Inappropriate play (any time during the interval)	Y	N	Y	N	Y	N
Appropriate play (any time during the interval)	N	Y	N	Y	N	Y

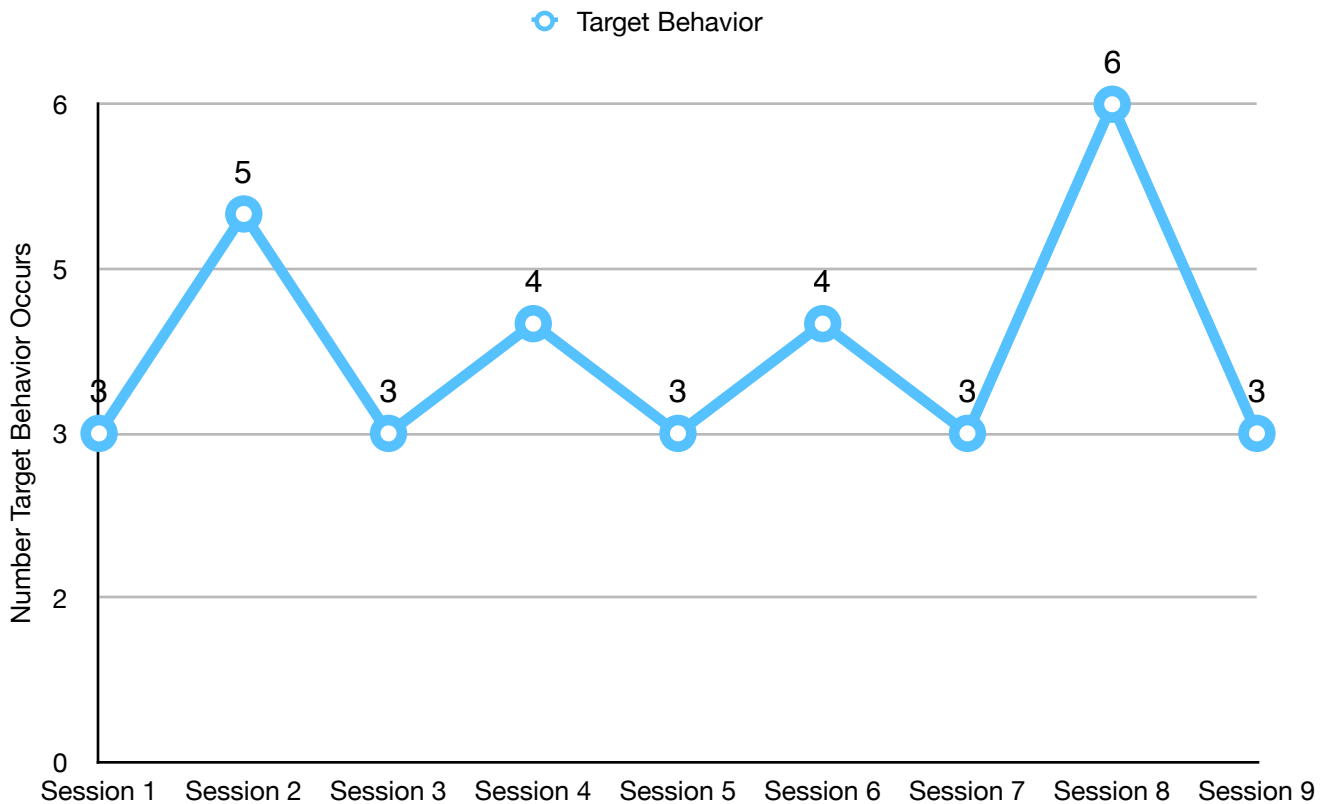
Partial Interval	Date: Wednesday, 3/21			Time: 1:45-2:45pm Activity: Reading		Name: Wayne Grade:3
Interval Number (10 minutes each)	1	2	3	4	5	6
Inappropriate play (any time during the interval)	N	N	Y	Y	Y	Y
Appropriate play (any time during the interval)	Y	Y	N	N	N	N

Partial Interval	Date: Friday, 3/23			Time: 8:45-9:45am Activity: Work Centers		Name: Wayne Grade:3
Interval Number (10 minutes each)	1	2	3	4	5	6

Inappropriate play (any time during the interval)	N	Y	Y	N	N	Y
Appropriate play (any time during the interval)	Y	N	N	Y	Y	N

Partial Interval	Date: Friday, 3/23			Time: 10:30-11:30 am Activity: Music		Name: Wayne Grade:3
Interval Number (10 minutes each)	1	2	3	4	5	6
Inappropriate play (any time during the interval)	Y	Y	Y	Y	Y	Y
Appropriate play (any time during the interval)	N	N	N	N	N	N

Partial Interval	Date: Friday, 3/23			Time: 1:45-2:45pm Activity: Reading		Name: Wayne Grade:3
Interval Number (10 minutes each)	1	2	3	4	5	6
Inappropriate play (any time during the interval)	N	N	N	Y	Y	Y
Appropriate play (any time during the interval)	Y	Y	Y	N	N	N



**Replacement Behavior:** Appropriate play is defined as the use of leisure items or toys in the manner for which they were intended, where one response leads to another in the accomplishment of an activity.

**Intervention Plan:**

1. Mr. Liner and Mrs. Danvers, along with others aware of the BIP, will continually restate their expectations of appropriate play to Wayne, before beginning activities and throughout them. Adults should emphasize the appropriate behaviors that fit the ongoing activity.
2. Verbal praise will be given to Wayne when he appropriately completes activities and correctly uses items as they have been directed.

3. Mr. Liner, or a member of Wayne's team, will create a social story, personalized to Wayne and his target behavior. One section of the story will include instances of the character engaging in inappropriate play, the story will show how peers, adults, and the main character feel when they are in that setting. It will also include the consequences of the actions of the main character. The second half of the book will show the main character engaging in appropriate play. It will also show how individuals surrounding the situation feel. As before, it will also show the consequences of the characters actions. An adult will read the social story alongside Wayne each morning, Wayne will also have a copy of the story at home. The team will ask that Wayne's parents read the story to him once a night. The daily readings will happen for one week, both at school and home. After a week, the story will then be kept in Wayne's desk/belongings, when he or a teacher feels the need, he will read the social story to remind him of the target behaviors. Parents will then be asked to read the social story one night a week for the following month. After a month the book will be used as a reinforcer when seen fit, or prompted by Wayne.
4. Wayne will be given a list of school staff who are available to become his mentor for the quarter. During designated times Wayne and his mentor will go to specific settings where the target behavior is likely to occur (eg., reading or special class) and role-play situations. These situations will rely on indirect data, which is put into ABC form, antecedents, behaviors, and consequences. Both the mentor and Wayne will engage in multiple perspectives of appropriate and inappropriate play, once each scenario is completed Wayne will be asked a series of questions:

*Inappropriate Play: examples*

- What caused Wayne to loosen all the strings on the guitar?
- What happened after Wayne loosen the strings?
- Is it fair to Ms. Reatur to have her retune your guitar?
- How might your classmates feel?
- How do you feel after the situation?

*Appropriate Play: examples*

- Why did Wayne raise his hand to have Ms. Reatur hear his song?
- How much fun was it to be able to use your instrument for the majority of the time?
- Were you able to work with your classmates?
- How do you feel at the end of class?

**Constructive feedback will be given after each scenario**

The role-play situations will happen three times a week for two weeks, if there becomes positive results, mentorship role-playing will decrease to once a week for three weeks, then end. The student will be able to meet with the mentor on appropriate matters and times throughout the course of the quarter.

5. A token system will be created for Wayne and introduced after he has learned the replacement behavior. In the early implementation stages of the token system, teachers or TAs will use a variable ratio schedule. Wayne can revive a token when an adult has observed him engaging in appropriate play. At that moment the adult who gave Wayne the token will engage with him for around one minute, giving him direct pay off of adult attention. Yet when 5 tokens are collected, Wayne can talk to an adult of his choice for five minutes. Wayne will also have the option to save his tokens until he has ten, where he can then have lunch with an adult of his choice (Riffel, 2011, p.113). *Specifically created for Wayne only*

*Curriculum:* The curriculum will not need to be modified for this plan



*Communication:* All teachers who interact with Wayne will be notified of the plan, and recommended to implement parts of it. Teachers who experience Wayne's behavior in high frequency have been assisting in the creation of the BIP, those subject areas, outside of Mr. Liner's class will also use the token economy. Parents will be involved notified of the intervention plan and meetings. Parents are asked to support and give feedback on the BIP, their hopes to be fidelity between home and school with the intervention. A copy of the social story will begin with the parents, along with expectations. In the early stages of the plan, Mr. Liner can send unofficial weekly reports to parents.

**Consequence for Extreme Behavior:**

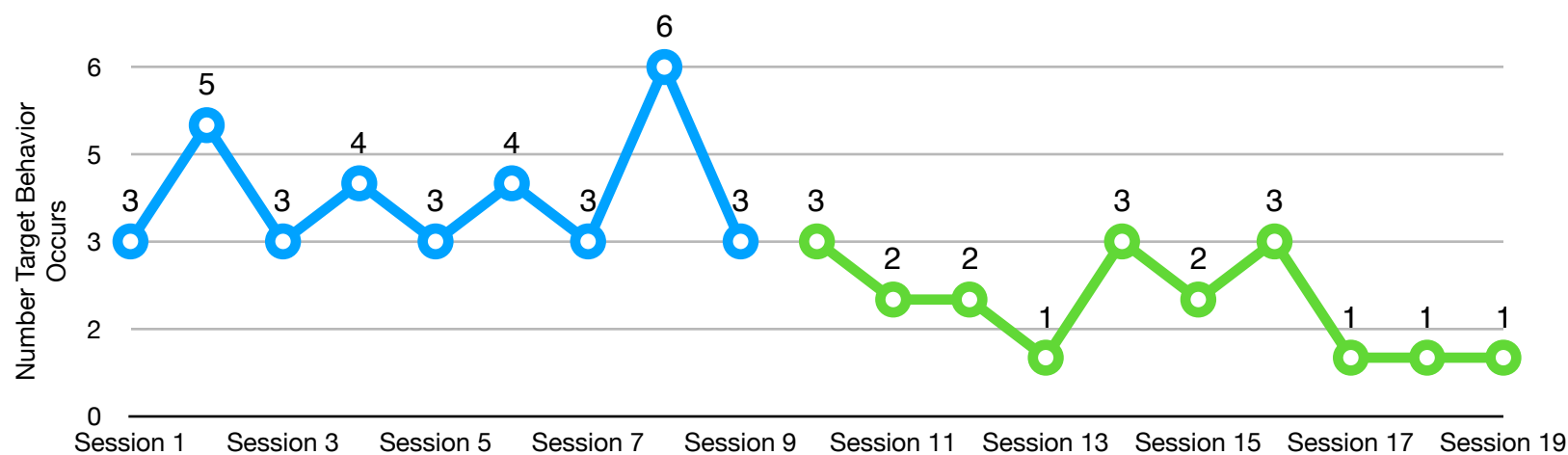
If Wayne's inappropriate play becomes a danger in the classroom, or starts to negatively impact his peers, student removal from the classroom can be done. Teachers should follow school protocol, and inform parents. BIP will be reevaluated if extreme behavior takes place and possibly removed. Student safety is above all else, and should be prioritized.

**Data Collection Method:**

- *Measurement Method:* Partial Interval; partial interval will also be representative of the frequency of the behavior. This is the best choice of measurement for monitoring Wayne, as his baseline sessions were done in the same format. Data will be easier to read and compare.
- *Implementation of BIP Sessions:* Each session will last for one hour with ten minute interval periods. Anytime Wayne engages in appropriate play, an interval will be marked off. There will be a total of nine sessions with three happening each day, for a total of

○ Target Behavior

○ Replacement Behavior



three days of data collection. This will occur on a Monday, a Wednesday, and a Friday. *This will be discreetly done by Mrs. Danvers.*

### Graph:

### Recommendations for Further Plan Adjustments:

*Student Progresses Ahead of Schedule:* If Wayne is showing to use the replacement behavior at a higher frequency than anticipated, there will be a brief review meeting with approved team adaptations to the BIP. The teacher mentorship will continue for the quarter, however, the role-playing scenarios will cease for two weeks, when one final one will be done. The social story will be no longer read by teachers daily, Wayne will have the book in his possession, and used when he needs it. Parents are will be asked to sporadically read Wayne the book still, but decrease the use. The token system will stay in place, but the number of tokens required to get a reinforcer may get larger, done at Mr. Liner's discretion.

*Student does not Progress at Desired rate/Lack of Effect:* If Wayne does not show the level of progress desired at the weekly stages, or all there, will be a review of his BIP. The team will gather and review the data/experiences to see what may have caused this. Adapting the BIP may take place, or higher frequency of the intervention strategies. If Wayne seems confused or not understanding the interventions, the TA, Mrs. Danvers, can work one on one with Wayne for some time. Her assistance will breakdown each intervention into steps, building upon one another. By doing such, Wayne can see there is a reinforcer when he engages in the replacement behavior.

**Date for Plan Review:** Wayne's plan will be reviewed after 6 weeks of implementation, it will begin on April 4th, 2020, and be reviewed around May 16, 2020. If target behaviors arise again at an exceedingly large number, the review will happen sooner. Revisions, that are seen fit, will be made at review, along with contact with the family.

## Reference

Riffel, L. A. (2011). *Positive behavior support at the tertiary level: red zone strategies*. Thousand Oaks, CA: Corwin.