**Behavior Intervention Plan Components**

* **Individual**
  + 8 years old – third grade
  + During PE class
* **Target Behavior**

Jane frequently swears underneath her breath. The behavior does not disrupt the classroom as a whole, however the students that are near Jane or on a team with Jane have mentioned how distracting it can be. The PE teacher and students have noticed that the swearing occurs towards the beginning and end of the class period more frequently than at the middle of a period.

The behavior occurs only when Jane is within the PE classroom environment (two forty-five minute periods per week), usually wanting to communicate with her peers or when she becomes frustrated. There have been no reported incidents of the behavior happening in other classes.

* **Function of Behavior**

Through direct observation, the ABC (Antecedent, Behavior, & Consequence) Functional Student Assessment Interview, and scatter plot completed by her PE teacher and special education case manager, Jane hypothetically engages in swearing underneath her breath to obtain social attention from her peers or to express her frustrations. The target behavior is most likely to occur within the classroom setting before the teacher begins the period or when in a team activity such as soccer or basketball. Based on observation, maintaining consequences are peer acknowledgement and praise.

* **Baseline of Target Behavior**

1. The number of times Jane swears per class period, as identified with tallies for each swear word on ABC assessment under “behavior” section and “student’s response” section.

2. When does swearing occur during the class period (beginning, middle, end)?

-Scatter plot identifies when swearing occurs during class period. The swearing most frequently occurs at the beginning and end of class periods.

-The ABC assessment determines during what task the target behavior occurs. When peers are socializing, Jane is often not engaging with her peers and is sitting in her desk, swearing underneath her breath repeatedly before the teacher begins the class period. The behavior most frequently occurs, however within P.E. This specific gym class is Team Sports. When Jane does not feel included (based on Functional Student Assessment Interview) she becomes frustrated and swears.

3. How long does the behavior last once it starts?

-The swearing is repetitive; usually five swear words at one time.

\*Remember you need to continue collecting the same kind of data throughout the intervention to ensure that your intervention is working

* **Replacement Behavior**

Jane will clap her hands, five times in a row, to let her peers know she is trying to communicate with them during P.E. and in other classes as needed or when she becomes frustrated and cannot communicate otherwise.

* **Intervention Plan (Including Positive Behavioral Supports)**

Within the PE classroom, Jane’s aid will provide her with reinforcement. Every time Jane engages in the replacement behavior during the first two weeks, the PE teacher will award her with a sticker. Once Jane reaches ten stickers, she can choose to do one of three PE activities that she and the PE teachers have already picked out. Jane may also choose to do this activity with a peer of her choice for the last ten minutes of the PE period. A sticker chart will help the PE teacher and Jane keep track of how many more stickers needed. Jane will be a part of putting each sticker on the chart and counting how many more needed for her reward. If Jane engages in the replacement behavior with no verbal reminder from the teacher then she will be awarded two stickers. Differential reinforcement will also take place…

The first week, the PE teacher will introduce the replacement behavior and provide verbal reminders when Jane does not engage in the replacement behavior. The second week, the PE teacher will continue to provide Jane verbal reminders when she does not engage in the replacement behavior such as, “Remember, if you would like to get the attention of your peers, clap your hands five times in a row” or “Would you like to communicate that in a different way?”. During the first two weeks, the PE teacher will keep track of during what time of the class period and the number of times Jane does not engage in the replacement behavior with a scatterplot. The third week, the PE teacher will only provide this verbal reminder “Would you like to try that again?”. If the behavior continues to happen, guidelines are provided under “Consequence for ‘Extreme’ Behavior”. During the fourth week the PE teacher will provide no verbal reminders, unless “extreme” behavior occurs. The team will reconvene after four weeks of this intervention to discuss if the continuation of this would be beneficial to Jane or if something new needs to be tried.

No curriculum will need to be modified or other components of the PE classroom environment. Communication between school and home will only need to occur if “extreme” behaviors continue to be a problem and a progress report will be sent home at the end of each week. Communication between the PE teacher and SPE teacher should be done as needed throughout the interventions and at the end of the four weeks. Data will be collected throughout each week with a scatterplot, identifying when the replacement behavior occurs and how frequently. In addition, if the problem behavior or extreme behavior occurs, the PE teacher or a classroom aide will record data the same way the replacement behavior is being recorded. If Jane engages in the extreme behavior, an aide or one the professionals who comes to assist Jane in cooling down will record any observations such as any comments Jane makes, the swear words she uses, etc.

* **Consequence for “Extreme” Behavior**

Jane has sometimes engaged in extreme behavior defined as: swearing, repeating a swear word five or more times at a tone and pitch louder than that of normal conversational speech. The behavior also includes Jane waving her arms above her head and running around in circles. If this extreme behavior occurs in the PE classroom, the PE teacher will call the office to send in one or more other professionals. The back up will try to move Jane from the PE environment to the school’s white room or another area of the school that puts no other students or professionals in danger. After the extreme behavior has ended, the PE teacher and assigned SPE teacher will discuss the consequence for Jane. This could be to require Jane to write an apology letter to her class and to verbally thank the professionals who helped her cool down. If the extreme behavior continues to persist and the written apology and verbal thank you does not seem to work, a meeting with the principal, parent(s), SPE teacher, and PE teacher will need to take place to discuss the situation. The meeting might come to decide that the Jane will not be allowed to participate with her peers in PE until she has shown she can persistently engage in the replacement behavior and then will be allowed to participate with her peers in the PE classroom.

* **Graph of Data**

Frequency

Date

* **Recommendations for further Plan Adjustment**

If the PE teacher after four weeks, is still needing to provide Jane with verbal reminders to engage in the replacement behavior or if Jane will only engage in the replacement behavior to receive stickers, them team will come together to adjust the plan. When the problem behavior continues to happen and the replacement behavior is not used at all, the team may want to think about discussing putting in place a new replacement behavior. The PE teacher and team will come up with several options for a replacement behavior. Then, the PE teacher will discuss with Jane which one would she would like to try. The PE teacher will do the same type of data collection as with the first one. The sticker reinforcement will not be used in the second intervention, but verbal reminders will still be used. To promote self-monitoring, the PE teacher will also have Jane write one to three sentences about her behavior in PE after each class period.

* **Date for Plan Review: four weeks after start of plan**

**Most importantly…**

**…. Make sure your intervention plan is written in a manner that anybody could read through the plan and start implementing the plan with fidelity. So often, plans are written in a manner that makes implementation difficult unless you were a team member sitting around the table developing the plan. Remember, behavior intervention plans get included in student files. Make sure your plans do not reflect poorly on the quality of intervention you are providing.**