**Behavior Intervention Plan**

* **Individual**
	+ Steve (Not a real student)
	+ 2nd grade, age 7
	+ General education classroom
* **Target Behavior**
	+ The student leaves his desk to walk around the room and is out of his chair without permission from his teacher
* **Function of Behavior**
	+ Avoid work
		- 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, Steve hypothetically engages in leaving his desk and is out of his chair without permission from his teacher to avoid work with variability due to context. Settings or situations in which the target behavior is most likely to occur include reading lessons, math lessons, and work time in which Steve is to be sitting in his desk working. Based on observation, maintaining consequence is avoiding work.
* **Baseline of Target Behavior**
	+ During one week, the daily frequency of the behavior was about 19 times.
* **Replacement Behavior**
	+ Steve will raise his hand and ask permission from the teacher for a break.
* **Intervention Plan (Including Positive Behavioral Supports)**
	+ The teacher will supervise behaviors and supports.
	+ The room will be modified so that Steve has a corner to go to during break.
	+ Steve will be informed that permission must be asked for and that if the target behavior occurs he will loose recreation time.
	+ Negative punishment of taking away recess or free time will be used. One minute of time will be taken for each time Steve leaves his desk without permission. Steve will have to finish his work during recess or free time. Once work is completed he may rejoin the class and go out to recess or join free time. If Steve does not have work to make up he will read instead.
	+ Teacher will call home to inform parents why Steve may be missing out on recess time.
	+ When Steve wants a break he will raise his hand to ask the teacher. At the beginning of the intervention, every time Steve asks for a break the teacher will allow him to take one. After the frequency of Steve asking for breaks become greater than his being out of his chair without permission, the teacher will grant the request every 20 minutes if asked. The schedule will start as a fixed ratio and change to a fixed interval.
* **Consequence for “Extreme” Behavior**
	+ In cases of violence defined as hitting and kicking when not wanting to return to desk, the school policy for aggressive behavior will be followed.

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* **Data Collection Method**
	+ Frequency
	+ Teacher will observe and mark lines on a piece of tape when the target behavior occurs.
* **Graph of Data**
* **Recommendations for further Plan Adjustment**
	+ A timer will be used to time how long Steve is out of his chair without permission. This amount of time will be taken away from free time.
	+ After half of Steve’s work is complete he may ask for a break.
	+ Steve will monitor himself by marking a sticky note on his desk with a line when he does not ask for a break and a star when he does ask.
* **Date for Plan Review**
	+ 1/11/16 (5 weeks)