**Behavior Intervention Plan – Kylee Leingang**

* **Sam Jones**
  + 6 Years Old - 1st Grade
  + Solheim Elementary School
* **Target Behavior**
  + Tantrum: throws materials, crawls under desk and/or kicks others when denied preference.
* **Function of Behavior**
  + Tangible
    - * Through direct observation and the Functional Assessment Interview (FAI) which was completed by his classroom teacher, Sam, and Sam’s mother, Sam hypothetically engages in tantrums defined as throwing materials, crawling under desk and/or kicking others when denied preference to obtain his ideal activity. Situations in which the target behavior is most likely to occur includes when Sam is asked to transition from an enjoyed activity to another activity. Based on observation and interview, maintaining consequences is obtaining preferred activities.
* **Baseline of Target Behavior**
  + Partial Interval Recording
    - Percentage of “Yes” when the target behavior occurs within the day of 15 minute intervals.



* **Replacement Behavior**
  + Student will raise his hand and ask to have 5 more minutes of preferred activity before transitioning instead of having a tantrum to increase preferred activity.
* **Intervention Plan (Including Positive Behavioral Supports)**
  + Some questions you may want/need to answer depending on the target behavior:
    - Prompt Sam when transitions are approaching and remind him of to raise his hand if he needs 5 more minutes of the preferred activity.
    - Provide a visual timer for Sam to watch so he is aware of his remaining time of the preferred activity.
    - Sam will be verbally praised if he raises his hand and asks for 5 more minutes instead of throwing a tantrum.
    - Partial-interval recording chart will be filled out by classroom teacher with ‘yes’ if the target behavior occurs and ‘no’ if the target behavior does not and communicated daily with case manager.
    - Sam will not receive points for the ‘yes’s on his chart.
    - Sam will receive points based on the number of ‘no’s on his chart.
      * The points will be calculated weekly by case manager and Sam will be able to spend his points at the end of the week in the resource room store.
        + Store will have items Sam expressed interest in during his choice preference assessment.

Example: Pokémon, Dinosaurs, and Minecraft

* + - If tantrum occurs, Sam will be asked to walk to the resource room.
      * If Sam refuses to leave the classroom, the general education teacher will remove students from the classroom and call resource room for assistance.
      * Trained specialist or paraprofessional will carry out prompting sequence with Sam.
        + Remind Sam of choices
        + Walk away
        + Revisit after 5 minutes
        + Remind Sam of choices
        + Walk away
        + Revisit after 5 minutes
        + Continue prompting cycle until Sam complies with initial request
        + Sam will walk on his own to the Resource Room
* **Consequence for “Extreme” Behavior**
  + Any acts of physical aggression that would danger the safety of self or others would result in following the school district policies.
* **Data Collection Method**
  + Partial-interval recording chart will be used to collect data.
  + Given 15 minute time intervals, number of intervals in which the behavior occurred at least once (‘yes’) will be calculated.
    - Partial-interval recording chart will be translated into a point sheet for intervention reward purposes only.
  + The data will be collected by the general classroom teacher.
* **Graph of Data**

Baseline

Intervention

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* **Recommendations for further Plan Adjustment**
  + If the intervention is not working, Sam may raise his hand and ask for more than 5 minutes extra of the preferred activity.
  + Warnings will be provided earlier in the activity and more often about the upcoming transition.
  + Sam may spend his incentive points earlier in the week or daily to use at the resource rooms store.
  + If intervention is progressing quickly, Sam may raise his hand and ask for less time (4 minutes, 3 minutes, etc.).
  + To promote self-monitoring, Sam will receive less warning for the upcoming transition.
* **Date for Plan Review**
  + **11/23/2016**