

## Behavior Intervention Plan Components

### Individual

The student, Derek, is a nine-year-old in the fourth grade. He is in the general education setting most of the time, and his occasional intervention outside of the classroom is focused on reading skills.

### Target Behavior

Delayed Start defined as responding to directives three minutes or more after initial individual prompt.

### Function of Behavior

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, Derek hypothetically engages in target behavior (as defined above) to obtain sensory stimulation, avoid a task, or to get attention. Settings or situations in which the target behavior is most likely to occur include the classroom during transitions from one task to another or individual work time. Based on observation, maintaining consequences are gaining adult and peer attention and removal of academic demands.

### Baseline of Target Behavior

November 4:

Time:	Directive/Task:	# of minutes it took to get started
9:00 AM	Gather for Math Lesson	4
10:15 AM	Begin Math Round	8
11:15 AM	Begin Computer Activity	7
1:30 PM	Begin practicing writing	15

### Replacement Behavior

Request sensorial break after working dutifully on assigned task for three minutes.

### Intervention Plan (Including Positive Behavioral Supports)

1. Support: When beginning the intervention, the teacher will initiate breaks for Derek after three minutes of working effectively. Working effectively is defined as staying on task with less than three distractions. After initiating breaks the first week of the implementation of the intervention, the teacher will set up a signal for Derek to give to the teacher to take a break when needed. In order to get Derek to begin working within a reasonable amount of time after giving the directives, the teacher will set up a personal timer with three minutes on it for Derek to get his needed materials and pick a spot to begin working. Eventually, when Derek no longer needs three minutes, the three minutes that are timed to start initially will go down to two minutes on the timer.
2. Communication: The teacher needs to keep open communication with the parent/guardians letting them know how the child did each day, especially on the good days at first. As the implementation goes on a weekly email home or phone call summarizing how the week went will be sufficient.
3. Modification of Curriculum: The teacher will shorten the assignments so that Derek can finish the task in the assigned time. In order to do this, the teacher will pick out the most important questions or tasks of

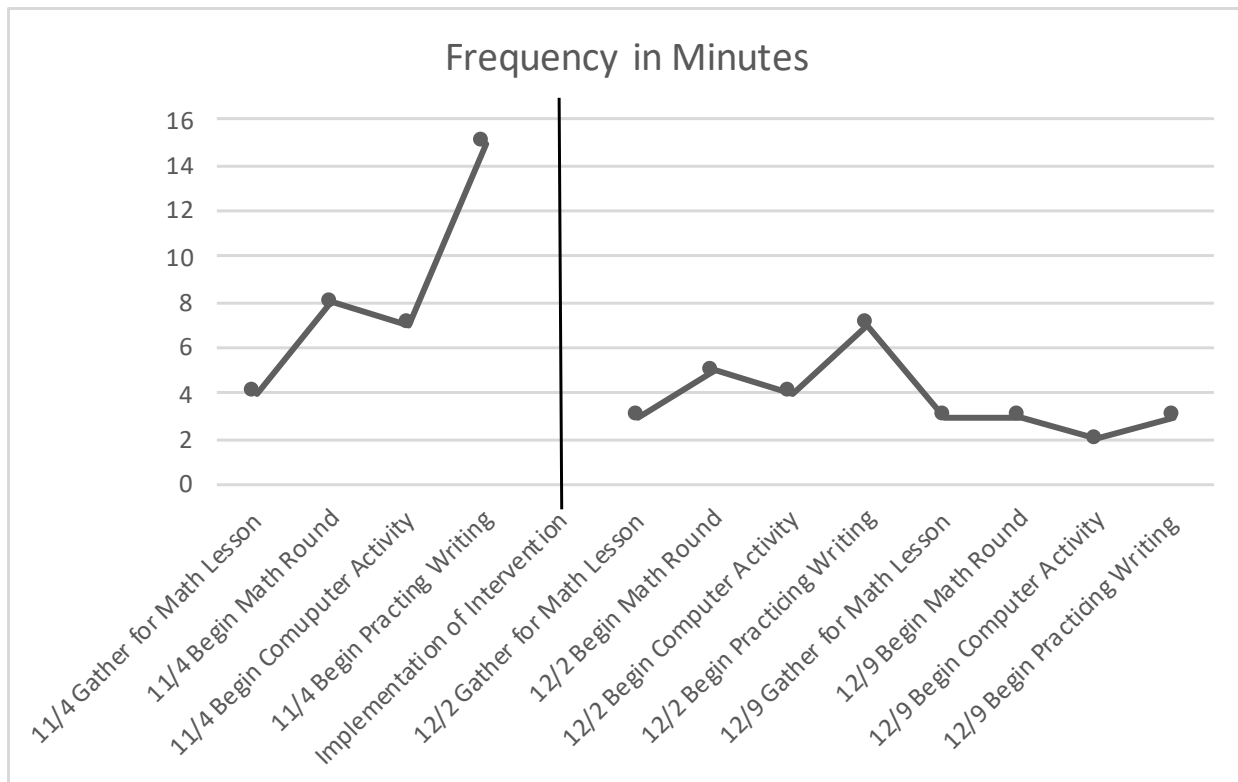
the given assignment and have Derek complete them. If he doesn't complete the assigned task, then he will be working on it during another work time until he finishes it.

- Supervision: The teacher will keep an eye on Derek during independent work times. The teacher will let Derek figure it out with the above stated supports but will ignore his behavior unless he's on task and working well.
- Differential Reinforcement of Alternative Behaviors: The teacher, and all aides in the room if applicable, will praise Derek when he is on task and when he requests his needed breaks. They will ignore when he is off task or taking more than three minutes to get started on a task.
- Schedule of reinforcement: Each time Derek gets to work within three minutes of getting the directions or assigned task, he will get a tally mark. Once Derek earns 10 tally marks he will get 10 minutes of a computer game of his choice [approved by the teacher] during a 10 minute work round in place of another assignment.
- Non-Contingent reinforcement: The teacher will give Derek attention during other independent work times that he is effectively working on the task at hand. The goal is to check in with Derek at least three times a day so that he gets attention elsewhere.

### Data Collection Method

Data collection will be done by measuring the latency between the time the directives are given and the time Derek begins working on the assigned task. The teacher will have a stopwatch subtly next to her and will measure how long it takes for Derek to begin a task. She will keep track of it in a table until she can graph it on her own time.

### Graph of Data



### **Recommendations for further Plan Adjustment**

If Derek is progressing faster than anticipated and the intervention is helping, then the first step would be to see if Derek could last longer than three minutes during any given activity before he needs a break. If he continues to improve, then he will have the freedom to monitor when he needs a break and will be able to initiate the needed break.

If the intervention does not seem to be producing the desired results, then the teacher will start changing Derek's placement in the classroom. If he needs to be at his own table in order to focus on assigned task, then the teacher can have him work somewhere in the classroom in his own space. If he is struggling with working and staying focused on the assigned task, then he will possibly benefit from having a timer next to him with the three minutes on it so he knows how much more time he has to continue to work to his task before getting his sensory break.

### **Date for Plan Review**

The plan will be reviewed after the first six weeks. If the time between the directives and the time it takes for Derek to begin working on the assigned task are either decreasing or within or less than two or three minutes, then it will be reviewed again at three-month intervals.