

Behavior Intervention Plan

Name: George

Age: 6

Setting: General Education Classroom

Target Behavior:

George procrastinations during his work time defines as sitting at the back table and/ or playing with objects that are back there for his assignment and or other students to use and talking to his peers.

Functional Behavior Assessment:

Based on the observation and interviews, the function of disruption is hypothesized to be gaining attention from adults and his peers. His parents say that they do not give him as much attention as they should, because he was younger siblings that take more attention.

Function:

Attention from adults and peers when he is escaping/avoiding to do his work and talk to his peers.

Baseline:

IEP Goal Data: George will participate in the classroom setting by participating in designated tasks, following agreed- upon rules, remaining or moving to designated areas, using materials only if he needs to use them, and to be with his peers on an average of 90%.

George's Math 60 Minute block math class:

10/10- 10 Minutes

10/11- 20 Minutes

10/12- 35 Minutes

10/13- 50 Minutes

10/14- 15 Minutes

George was talking or playing with an item. If he either talked or played with an item, it was counted.

Replacement Behavior:

Request assistance, request breaks, or request a need be met by audibly stating or visually in order to escape or avoid academic demand instead of playing with objects and talking to others.

Interventions:

1. Differential reinforcement of target behaviors and replacement behaviors.
2. Objects for him to play at during free time.
3. Time based attention (frequently as possible)

4. Additional attention provided through identified educators in the building.
5. Frequent communication between home, school, and community agencies.

Disciplinary:

Behaviors that harm students will be subject to consequences available to all students within the Bismarck Public Schools District and Liberty Elementary in addition to the implementation of his crisis safely plan. Tasks that he was initially participating in or in which the shut down or yelling behavior originally started. Behaviors that harm educators will result in implantation of the crisis safely plan.

Data:

Data collected correlates to his Individualized Education Plan (IEP) goals. Therefore, progress will be monitored through the special education specialist and reported through regular special education processes. The IEP goal targets

If not tied to an IEP:

Procrastinations/talking duration will be recorder by the classroom teacher on a minute-by-minute data sheet.

Review Data:

The plan will be reviewed as determined necessary by the education due to behaviors that are exceeding two or more weeks or other changes to his home life or school programming that requires adjustment. Otherwise, the plan will be reviewed at the start of the 2023-2024 school year.

