

Behavior Intervention Plan Components

- **Individual**
 - Molly, 11 years old, 6th grade
 - 6th grade classroom
- **Target Behavior**
 - During all classes Molly constantly disrupts class by blurting out. When no one listens to Molly, she starts yelling and throwing objects that are near her. It should be noted that Molly has never been physically aggressive towards her teachers or peers.
- **Function of Behavior**
 - Incorporate the data you obtained to formulate this hypothesis (e.g. interviews, observations, record reviews, medical history, etc.).
 - Through direct observation, the Motivation Assessment Scale (MAS), and the Functional Analysis Screening Tool (FAST) completed by her teachers, special education teacher and another specialist, Molly hypothetically engages in blurting out (as defined above) to seek the attention of others in the classroom. Settings or situations in which the target behavior is most likely to occur include environments in which the adult is not providing one-to-one interaction with Molly. It occurs at recess, in the classroom, at lunch, and even with peers. The special education teacher had an interview with the parents, Mark and Barb, any the information that was said matched up with what has been seen through observations. The parents stated that when Molly is not given the attention she wants she beings to blurt out or disrupt people. Based on observation, maintaining consequences are adult attention and receiving favored activities or items.
- **Baseline of Target Behavior**
 - Molly's classroom teachers have been using a tally mark system for each time Molly performs the target behavior throughout the day. The teachers collected data for an entire school week (5 days). The baseline data that was collected is located in the chart below.

Monday	13 times
Tuesday	9 times
Wednesday	11 times
Thursday	8 times
Friday	5 times

- **Replacement Behavior**

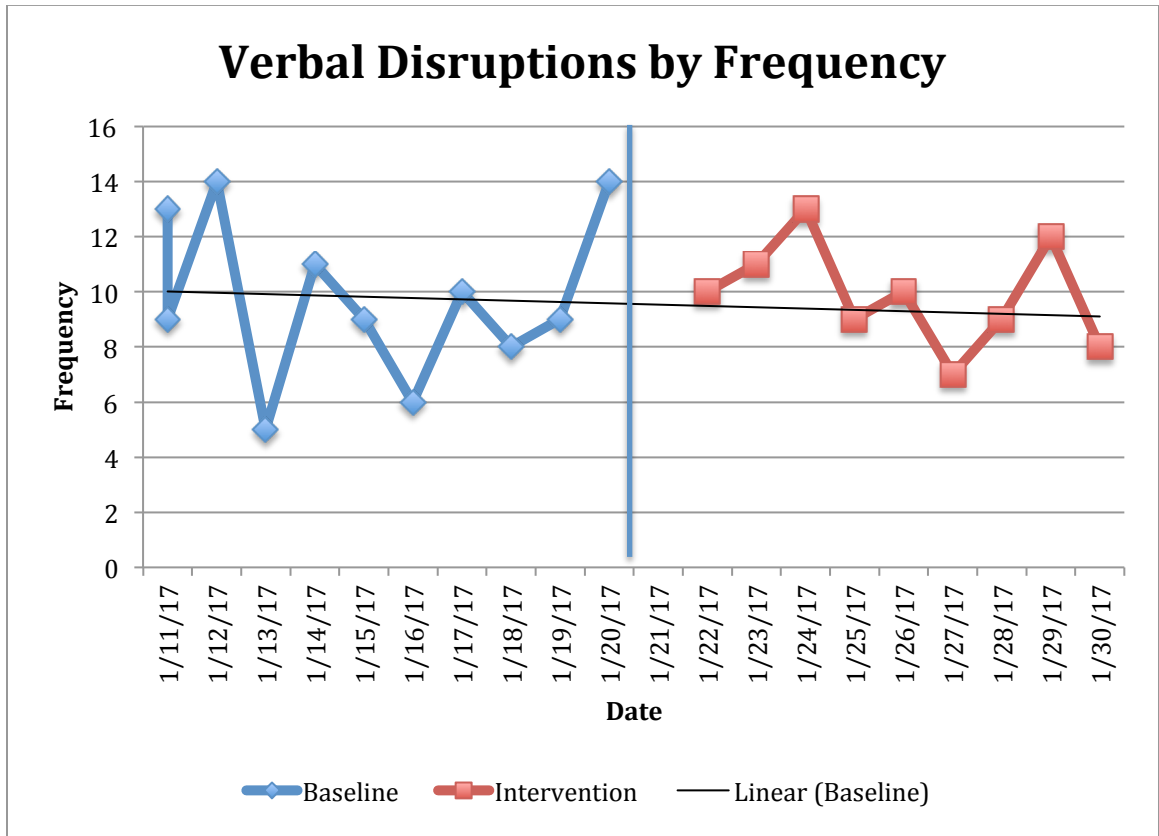
- A replacement behavior for the target behavior is to have Molly raise her hand when she would like to say something. The teachers also used a tally system with the replacement behavior to see how it would work for Molly. The teachers collected data for an entire school week. The data that was collected is located in the chart below.

Monday	6 times
Tuesday	10 times
Wednesday	11 times
Thursday	8 times
Friday	13 times

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

- Some questions you may want/need to answer depending on the target behavior:
 - All of Molly's teachers need to know and also understand the target and replacement behavior, so when they are collecting data it is accurate.
 - Communication is always necessary. Even if it is talking about how she was in class or at home in the morning. The best way to start the communication for the day is to have Mark and Barb tell the teacher how her morning went. The teacher can send out an email and the teachers can respond to the emails throughout the day after they had Molly in class for the day. At the end of the day all the teachers should have stated how Molly was during class so the parents have an idea of her day.
 - A change in the curriculum will be helpful. Not necessarily modifying it, but just add more group activities or work so Molly will have the chance to talk to peers and teachers rather than working alone where the target behavior is most likely to occur.
 - Is supervision required? If so, who is going to provide it?
 - Try not to lean on aide support for the answers to all of your questions. As some of you know and others of you will learn, aide support is a valuable but not an easily obtained resource.
 - Molly does not require an aide because it would give him too much one-on-one attention and make her problem of needing attention worse than it already is.
 - To decrease the target behavior, every time Molly performs the target behavior the classroom teachers must ignore the behavior and Molly. By ignoring both Molly and the disrupting blurting out, she is not getting the attention she wants. This will cause Molly to think that the only way to get the attention of her teachers is to perform the replacement behavior of raising her hand to talk.
 - At first it will be hard for Molly so the teachers need to show her what they expect.
 - Once Molly understands what she needs to do the teachers need to reinforce the replacement behavior.

- When Molly is performing the target behavior the teacher can give a quick reminder of what she should be doing (the replacement behavior)
 - When Molly performs the replacement behavior, she will receive a ticket. At the end of the week, if enough tickets are collected, Molly will be able to have computer time (her favorite activity) to play the educational games of her choice.
 - Molly's favorite thing is to listen to audio books in the library, if she performs the replacement behavior she will receive 10 minutes in the library, if she doesn't perform the replacement behavior she will receive 8 minutes.
 - To reward Molly for good behavior the teacher should allow her to run papers to the office, or collect/hand out papers, etc.
 - Things that will give her a little attention for performing the replacement behavior.
- **Consequence for "Extreme" Behavior**
 - It was stated earlier in this document that if the target behavior is ignored long enough that Molly will start yelling and throwing things that are in arms reach, but she has never been physically aggressive towards peers or teachers.
 - If this happens the teacher will try and talk to Molly and explain the situation, but if it the behavior keeps occurring the assistant principal will be called to come in to take Molly and calm her down enough to where she is able to come back inside and learn.
- **Data Collection Method**
 - How will data be collected?
 - Data will be collected through frequency.
 - The teachers will observe Molly and use a tally sheet system. There will be a table similar to the one in this document to show how many times Molly performs the target behavior.
 - Who will collect data?
 - Molly's classroom teachers need to be collecting the data on the tally sheet.
- **Graph of Data**
 - Be sure to include a minimum of baseline data and intervention data (separate with a phase line)



- **Recommendations for further Plan Adjustment**

- If Molly does not understand the concept of performing the replacement behavior, the plan will need to be revised. The first step should be talking with Molly and reminding her what she should be doing (replacement behavior) instead of interrupting/disrupting (blurting out). If that doesn't work then the replacement behavior needs to be changed to something that she will understand. Talk with Molly, the parents, and classroom teachers and see what they think will work the best.

Date for Plan Review

- Plan review should be one month after the plan has been implemented. In this case the plan is being implemented on January 21st. The review date is scheduled for February 21st.