
Behavior Intervention Plan for Kerry Long**Student Name:** Kerry Long**Student Age:** 11**Plan Created:** 11/11/2019**Student School:** A 2017 Demo Account**Supervisor:** Kenton Levings**Last Revised:** 11/25/2019**Challenging Behavior: Classroom Disruption****Behavior**

Calls out to teacher, Argues with teacher, Argues with peers, Refuses to complete tasks, Talks too loud, Bosses others around, Verbally threatens others, Uses bad language, Slams doors

Operational Definition

Kerry is very disruptive. She calls out to teacher and friends during class, talks too loud, bosses others around, and makes lots of noises

Function

Gaining Attention - Peers, Gaining Attention - Adults

Frequency

During baseline assessment, this behavior occurred an average of 3 time(s) per hour.

Intensity

This behavior was determined to be of Minor severity, meaning that it can be distracting, disrupting or frustrating to others in the environment but does not risk escalating or creating a dangerous environment.

Environment(s)

During class time, During transitions between classes, before school, or after school, Social / unstructured time, Lunch, Community / field trips, 1:1 with adult, With peers, School bus (or other mode of transportation)

Setting Event(s)

Personal issues outside of school, After weekends, holidays, breaks in school, Following or during conflicts with peers

Antecedent(s)

Presentation of academic tasks/demand, Presentation of social task/demand, Unexpected transitions or changes, Being told to stop an activity before finished, Reprimand from adults, Unfamiliar person in environment

Consequence(s)

Token or point given, Token or point removed, Peers lose privilege or access to desired object or activity

Goals

Reduce the amount of disruptions to less 15 minutes per hour by Dec 31st.

Please provide background a previously tried interventions

I have tried moving Kerry around to different seating in the class. I have tried a token economy.

Proactive Strategies: Classroom Disruption**Behavioral momentum**

Behavioral momentum refers to the presentation of easier tasks prior to more challenging tasks, as a means to help a student get on-task and stay on-task. Behavioral momentum is a proactive strategy used prior to challenging behaviors and focuses on setting the student up for success.

Guidelines

- Sequence activities by presenting easier tasks before more challenging tasks. Example: have students complete easier warm up tasks, praise students for the work they've done, then move on to new material.
- Compliance and success with simple demands can help to put the student on the right track. Provide the student with verbal praise for completing the easier tasks before presenting the more challenging tasks.
- Break challenging work in to blocks that are separated by easier tasks. Example: have students complete easier warm up tasks, praise students for the work they've done, move on to new material, praise students for the work they've done, present easier tasks, return to more challenging material.
- Easier tasks should not be presented after challenging behavior. Presenting easier tasks after challenging behavior may inadvertently teach the students that engaging in challenging behaviors results in easier work.
- Easier tasks should be presented on a variable schedule, meaning that 2-5 easy tasks should be presented, varying each time. Using the same amount of easy tasks each time may teach the student that more challenging work always follows that set number. Using 2-5 easy tasks makes it's less predictable.
- Using behavioral momentum with self-care tasks can include having the student complete initial steps in the series of responses needed, prior to completing the new or challenging task. Example: having a student put clothing items in a basket, then sort clothes as easier tasks prior to having the student use the washing machine, the more challenging task.

Replacement Behaviors: Classroom Disruption

Request attention from peers

This behavior is a functionally equivalent replacement for target challenging behaviors maintained by peer attention. The student is taught (and prompted) to request peer attention. This strategy includes functional communication training, response prompts, and extinction.

Guidelines

- Select a single word or simple phrase that will be used to recruit a peer's attention (e.g., "talk", "play with me", "hey"). The word or phrase should be selected based on the language ability of your student, remembering that a functionally equivalent replacement behavior should be as easy or easier to perform than the challenging behavior. If your student struggles with vocalizations, using an icon or other communication strategy may be more appropriate (see other resources for recruiting attention).
- If the student engages in challenging behaviors, minimize attention as much as possible. Separate your student and the peer. Challenging behaviors should be placed on extinction. ***Extinction procedures may cause an increase in challenging behaviors. Extinction should not be used with behaviors that pose a safety risk to the student or others.
- Work with the peer to understand her/his role. The peer needs to know how to respond when your student requests attention, what to do when your student has challenging behaviors, and what to do if something else happens. Plan for possible scenarios so that you'll be prepared to help the peer and your student as needed.
- Conduct an initial training session. Tell the student prior to starting that he/she can ask for the peer's attention using the chosen word or phrase (e.g., "if you want to talk to Billy you can say "hey"). Have the peer briefly provide attention to your student, then have the peer stop giving attention. If the student independently asks for attention (e.g., says "hey"), prompt the peer to immediately respond. If the student does not ask for attention, but attempts to gain the peer's attention in other ways (e.g., walking over to him), prompt the student to ask for attention (e.g., "if you want to talk to Billy you can say "hey"). If the student engages in challenging behaviors, do not give attention to the challenging behaviors. Wait until the challenging behaviors have stopped, then prompt (e.g., "if you want to talk to Billy you can say "hey").
- A social story, video model, or visual model can be used initially to teach the student to request attention.
- Fade prompts as the student is successful.
- Collect "baseline" data to determine if there are specific times of the day the student engages in challenging behaviors for attention. If specific times can be isolated (or times challenging behaviors are more likely to occur) the word or phrase should be prompted and used at these times.
- Be careful that prompting and providing attention are separated as much as possible. Use a neutral tone of voice, avoid eye contact and any other conversation with the student to help to reduce the amount of attention given during prompting.
- Collect behavioral data to determine if challenging behaviors decrease as the number of requests for attention increase.

Reactive Strategies: Classroom Disruption

Positive reinforcement on a variable response schedule for replacement behavior(s)

This is an intervention for reinforcing replacement behaviors that are part of the student's repertoire and have previously been reinforced using a continuous reinforcement schedule. It involves reinforcing behavior after an average number of times the behavior is demonstrated.

Guidelines

- A variable schedule of reinforcement is best for any behavior that has already been established as part of a student's repertoire. Using a variable response schedule, reinforcement will be provided on a variable schedule when the student demonstrates the desired behavior, such as approximately every fifth response. A variable schedule is used to fade reinforcement after a continuous reinforcement schedule has been successful. (For behaviors that are NOT a part of the student's repertoire, see "Positive reinforcement on a continuous schedule for replacement behavior(s)".)
- For functionally equivalent replacement behaviors, the reinforcement should be as similar as possible to the reinforcement being received when the student acted inappropriately.
- For desired behaviors that are NOT functionally equivalent, reinforcement will need to compete, or be at least as desirable as, the reinforcement the student was getting for inappropriate behavior. See our workshop on reactive behavior management for details on how to select reinforcers.
- Determine a variable reinforcement schedule. Response based schedules focus on providing reinforcement after an approximate number of responses. If moving from a continuous schedule, start with a small number of responses. Over time, as the student is successful, you can increase the number of responses required for reinforcement.
- Monitor progress to ensure the positive reinforcement schedule is increasing the replacement behavior. If progress is not being made, the variable schedule of responses may be too large or the reinforcer selected needs to be reevaluated.

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Student Age: 11

Plan Created: 11/11/2019

Behavior: Classroom Disruption

Student School: A 2017 Demo Account

Supervisor: Kenton Levings

Last Revised: 11/25/2019

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Kerry's Progress Report 11/25/2019

Student	Kerry Long	Supervisor	Kenton Levings
Date of Birth	11/1/2008	Gender	Female

Kerry has been very disruptive this year. We have tried several interventions and had little success. Recently we implemented a Behavioral Momentum strategy and he has responded well. We are going to continue to monitor his progress.

Category Classroom Disruption
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Goals Reduce the amount of disruptions to less 15 minutes per hour by Dec 31st.

Frequency/Duration Data

