**Behavioral Intervention Plan**

*This document is a simplified example of a behavioral intervention plan, intended solely for illustrative purposes. Consult your school or district for the required format and content of behavioral intervention plans.*

**Student Name:** DJ

**DOB:** 5/6/20XX **Age:** 10

**Plan Date:** 1/24/20XX

* Initial Plan
* Plan Revision

**Plan Developed by:**

A. Martinez Teacher

(Name) (Position)

L. Walsh Parent

(Name) (Position)

R. Joseph School Counselor

(Name) (Position)

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(Name) (Position)

**Target Behavior:** DJ engages in verbal or non-verbal activities that deviate from established classroom expectations for a given activity (e.g., leaving seat and touching other students’ materials, initiating conversations with peers on unrelated topics, making jokes).

**Hypothesis Statement:** During whole-group instruction or independent work, when the teacher is addressing the whole class, DJ engages in verbal or non-verbal activities that are unrelated to instruction or the assigned task, which results in verbal redirections from the teacher and verbal or non-verbal responses from peers. It is hypothesized that DJ engages in unrelated activities to access adult and peer attention.

**Replacement Behavior:** DJ will write or draw his thoughts in the moment (e.g., in a journal, on a sticky note, on a whiteboard) and share them during designated times.

**Interventions**

**Skill-Based Interventions**

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| --- | --- |
| **Description** | **Person(s) Responsible** |
| n/a—no skill deficit identified |  |
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|  |  |

**Antecedent-Based Interventions**

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| --- | --- |
| **Description** | **Person(s) Responsible** |
| Integrate DJ’s interests into writing activities | All teachers |
| Allow alternate response modes (e.g., oral dictation, typing) | All teachers |
| Schedule five-minute peer check-ins approximately every hour for DJ to share the ideas he has written down | General education teacher |
| Prompt DJ to write or draw his thoughts before whole-group or independent work begins (e.g., verbal reminder, tap the notebook) | All teachers |
|  |  |

**Reinforcement-Based Interventions**

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| --- | --- |
| **Description** | **Person(s) Responsible** |
| Provide behavior-specific praise every time DJ writes or draws an idea | All teachers |
| After each instructional period, DJ receives a punch on a punch card if the teacher estimates that he uses his replacement behavior rather than target behavior at least 75% of the time. Once he has collected 10 punches, DJ can cash in his punch card for a reinforcer of his choice from his menu (e.g., telling a joke to the class, choosing a partner for group work, leading a brain break). | School counselor will create the punch card system; all teachers implement |
| Teachers will ignore the target behavior when it is brief and nondisruptive. If the behavior becomes disruptive, the teacher will non-verbally prompt (e.g., point, gesture) DJ to write or draw his thoughts. | All teachers |
|  |  |
|  |  |

**Progress Monitoring Plan:** DJ’s use of the replacement behavior will be tracked using DBR. At the end of each instructional period, the teacher estimates the percentage of time DJ used his replacement behavior instead of engaging in off-task actions or conversations, then marks it on a recording form.

**Crisis Plan** **(if necessary):** n/a

**Next Proposed Review Date:** 2/27/20XX

*This behavioral intervention plan was adapted from* [*Alberto et al. (2022)*](https://www.pearson.com/en-us/subject-catalog/p/applied-behavior-analysis-for-teachers/P200000000718/9780135606186)*,* [*CT Government (n.d.)*](https://portal.ct.gov/-/media/sde/publications/edguide/behaviorinterventionplanandmodelform.pdf)*,* [*Idaho SESTA*](https://www.sde.idaho.gov/sped/sped-forms/files/iep/Behavior-Intervention-Plan.pdf)*, and* [*Missouri Department of Elementary and Secondary Education (2018)*](https://pbismissouri.org/wp-content/uploads/2018/08/Tier-3-2018_Ch.-6.pdf)*.*