**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:** Presley

**DOB:** 10/22/20XX **Age:** 6

**Plan Date:** 11/12/20XX

* Initial Plan
* Plan Revision

**Plan Developed by:**

J. Lineberry Special Education Teacher

(Name) (Position)

F. Barrett Parent

(Name) (Position)

V. Boone General Education Teacher

(Name) (Position)

S. Parker Speech-Language Pathologist

(Name) (Position)

E. Rivas Assistant Principal

(Name) (Position)

**Target Behavior:** Presley initiates forceful physical contact with another person’s body. Examples: Pushing a peer’s body, hitting a teacher’s back, kicking a peer’s shin.

**Hypothesis Statement:** During social interactions or unstructured time, when a peer enters Presley's personal space or attempts to engage in a social interaction, Presley initiates forceful physical contact with another person’s body, which results in the peer stopping the interaction by moving away. It is hypothesized that Presley initiates physical contact in order to escape peer interactions. This is more likely to occur when Presley has just returned to school from a break.

**Replacement Behavior:** Presley will use scripted phrases or communication cards to request space or alone time.

**Interventions**

**Skill-Based Interventions**

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| **Description** | **Person(s) Responsible** |
| Provide explicit instruction in using specific scripted phrases and communication cards (3x/week) | Speech-language pathologist |
| After mastery, continue regular brief review sessions once per week | Speech-language pathologist |
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**Antecedent-Based Interventions**

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| **Description** | **Person(s) Responsible** |
| Establish a designated place for Presley at the end of the line with space between herself and others | General education teacher |
| Verbally remind Presley of her scripts and communication cards before all unstructured activities (e.g., lunch, recess, free time) and social interactions (e.g., small-group work, morning meeting); point to or hand Presley the communication cards if she shows signs of dysregulation | All educators |
| Establish and teach Presley to use designated quiet spaces in various locations (e.g., a specific bench on the playground, a specific table in the cafeteria) and engage with calming activities (e.g., hold a comfort item, listen to music) | All educators |
| On Mondays and the first day back to school following a break, allow Presley five minutes in a quiet space and briefly review her scripts and communication cards. | Special education teacher |
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**Reinforcement-Based Interventions**

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| **Description** | **Person(s) Responsible** |
| During all unstructured times and activities that involve social interaction, Presley earns a sticker on her token board every time she uses a script or communication card to express her needs. She also earns a sticker when she demonstrates positive social behaviors (e.g., playing together, sharing materials). Pair delivery of stickers with behavior-specific praise. When all five spaces on the board are filled with stickers, she can choose to color a picture or select a small item from a prize box. | Paraeducator, general education teacher |
| When the target behavior occurs, the closest staff member will immediately assist any involved peers and prompt Presley to show a communication card to the peer to request alone time. | All staff |
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**Progress Monitoring Plan:** Occurrences of the target behavior will be recorded on a scatterplot form with the day separated into 15-minute increments. Scatterplots will be analyzed for overall total occurrences as well as patterns in activities or times of day during which Presley exhibits the target behavior.

**Crisis Plan** **(if necessary):** If Presley’s behavior becomes dangerous to herself or others, the closest available staff member will call the designated school personnel trained in crisis management and move other students to a safe location. Once the behavior has de-escalated, designated personnel will support Presley with coping techniques and reentry to the learning environment. Staff will debrief, document, and communicate information about the incident to parents.

**Next Proposed Review Date:** 1/14/20XX

*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)*.*