**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:** Isaiah

**DOB:** 10/22/20XX **Age:** 12

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

* Initial Plan
* Plan Revision

**Plan Developed by:**

R. Turner Special Education Teacher

(Name) (Position)

W. Gallagher Parent

(Name) (Position)

J. Rosario Speech-Language Pathologist

(Name) (Position)

T. Rajiv Paraeducator

(Name) (Position)

S. Patterson Science Teacher

(Name) (Position)

A. Steinberg Principal

(Name) (Position)

**Target Behavior:** Isaiah initiates forceful physical contact with an inanimate object. Examples: Pushing papers and objects off his desk, kicking a backpack, slamming his hands or fists on a table, throwing a book.

**Hypothesis Statement:** During preferred activities, when a teacher verbally prompts students to transition to a new activity, Isaiah initiates forceful physical contact with inanimate objects, which results in redirections, planned ignoring, and the opportunity to continue the preferred activity. It is hypothesized that Isaiah initiates physical contact in order to access preferred activities. This is more likely to occur when Isaiah has just returned to school from a break.

**Replacement Behavior:** Isaiah will use a communication card to request a designated amount of time with an activity.

**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** |
| Provide a visual schedule of daily activities that Isaiah can check off as each activity is completed | Special education teacher and general education teacher |
| Remind Isaiah when a transition is approaching (e.g., “two-minute warning”) and that he can request additional time with his communication card if needed | Paraeducator |
| Offer choice by presenting Isaiah with two to three options of materials or work environments when he is prompted to transition to a less preferred activity | All teachers |
| Provide a guaranteed 10-minute free-choice time at the beginning and end of the school day | Special education teacher, paraprofessional |
| On Mondays and the first day back to school following a break, provide an additional five-minute check-in with the special education teacher to review his schedule, the expectations for transitioning, and how to use his communication card to request more time with an activity. | Special education teacher |
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**Reinforcement-Based Interventions**

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| **Description** | **Person(s) Responsible** |
| During all transitions, Isaiah earns a sticker on a chart every time he requests additional time on a preferred activity using a communication card. He also earns a sticker when he stops a prior activity and moves to the next task successfully. Pair delivery of stickers with behavior-specific praise. When all six spaces on the chart are filled with stickers, he can choose to color a picture, have extra writing time, or select a small art supply to keep. | Paraeducator, general education teacher |
| When the target behavior occurs, the closest staff member will immediately prompt Isaiah to use his communication card to request more time. | All staff |
|  |  |
|  |  |

**Progress Monitoring Plan:** Occurrences of the target behavior will be recorded on a scatterplot form with the day separated into 30-minute increments. Scatterplots will be analyzed for overall total occurrences as well as patterns in times of day or activities during which Isaiah exhibits the target behavior.

**Crisis Plan** **(if necessary):** If Isaiah’s behavior becomes dangerous to himself 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 Isaiah 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:** 3/5/20XX

*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)*.*