**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:** Tasha

**DOB:** 3/14/20XX **Age:** 16

**Plan Date:** 10/21/20XX

* Initial Plan
* Plan Revision

**Plan Developed by:**

A. Lehrer History Teacher

(Name) (Position)

P. Smith Parent

(Name) (Position)

Z. Souza School Counselor

(Name) (Position)

D. Anderson Math Teacher

(Name) (Position)

P. Chinn School Psychologist

(Name) (Position)

**Target Behavior:** Tasha engages in verbal or non-verbal activities that deviate from established classroom expectations for a given activity. Examples: Staring blankly ahead, playing games on a laptop, placing head face down on the desk, walking out of the classroom without permission.

**Hypothesis Statement:** During independent work, when the teacher instructs students to work independently on a written task, Tasha engages in verbal or non-verbal activities that deviate from established classroom expectations, which results in verbal redirections, teacher ignoring, incomplete work, and administrator involvement. It is hypothesized that Tasha engages in unrelated activities in order to escape challenging academic demands.

**Replacement Behavior:** Tasha will use a discrete signal to request a break during which she can access a designated “reset” space.

**Interventions**

**Skill-Based Interventions**

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| **Description** | **Person(s) Responsible** |
| Provide explicit instruction in specific coping strategies to access during a break (2x/week) | School counselor |
| After mastery, continue regular brief review sessions once per week | School counselor |
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**Antecedent-Based Interventions**

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| **Description** | **Person(s) Responsible** |
| Allow alternatives to written response modes (e.g., oral dictation, typing, demonstration) | All teachers |
| Provide written assignments broken down into chunks with clear stopping points | All teachers |
| Establish “reset” spaces in various locations (e.g., music practice room, back table in the classroom, counseling office)  | School counselor |
| Remind Tasha of the option to request a break in the “reset” space before independent work begins (e.g., written reminder on a sticky note, established hand signal) | All teachers |
|  |  |

**Reinforcement-Based Interventions**

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| **Description** | **Person(s) Responsible** |
| Provide behavior-specific praise every time Tasha requests a “reset” break. | All teachers |
| After each instructional period, Tasha receives a point if she used her replacement behavior rather than the target behavior for at least 75% of the time as estimated by the teacher. Once she has earned 10 points, she can cash in her points for a reinforcer of her choice from a menu (e.g., extra computer time, music-related privileges). | School counselor will create the points system; all teachers implement |
| Teachers will ignore the target behavior when it is brief and nondisruptive. If the behavior becomes disruptive or unsafe, the teacher will quickly prompt Tasha to request a break. | All teachers |
|  |  |

**Progress Monitoring Plan:** Tasha’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 Tasha used her replacement behavior instead of engaging in off-task actions and marks it on a recording form.

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

**Next Proposed Review Date:** 11/22/20XX

*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)*.*