

## Function-Based Intervention Plan

Student: David B.

Date: Jan. 25, 20XX

Grade: 7<sup>th</sup>

**Problem (target) behavior:** *Off-task* refers to engaging in activities or conversations that are not part of the teacher-assigned instructional activity. Examples include walking around the classroom without permission, talking without permission, and participating in non-assigned activities. Non-examples include participating in a cooperative learning activity, raising his hand and waiting to be called on, talking with the teacher about the activity or leaving the assigned area with permission.

**Summary of data: Observations, interviews, rating scales:**

Observation indicated that David was off-task an average of 63% of the time during independent work. A-B-C analysis indicated that the antecedent appears to be the assignment of independent work. The primary reinforcer appears to be task avoidance; a secondary reinforcer appears to be peer-attention. Interviews indicated David's dislike for language arts and a preference for talking to a friend (Angelina). Rating scales showed high rankings for "avoidance of tasks" and moderately high for "attention-seeking."

**Possible function of behavior (hypothesis statement):**

The primary motivator for David's off-task behavior (e.g., walking around the room, talking with peers) is to avoid class work. To a lesser extent, he also seeks to obtain peer attention.

**Replacement behavior:** *On-task* refers to engaging in teacher-assigned activities or conversations that are part of the instructional activity. Examples include participating in class discussion, completing teacher-requested assignments (e.g., worksheets, writing activities), waiting to be called on, or seeking clarification about an assignment from the teacher or a peer (with permission). Non-examples include talking without permission, leaving the assigned instructional area without permission, and participating in non-assigned activities.

**Behavioral Objective:**

*During assigned independent seatwork, David will engage in on-task behavior at least 80% of the time.*

**Function-based Intervention:**

- 1. After the teacher assigns independent seatwork, she will prompt David individually to begin the assignment.*
- 2. The teacher will instruct David to work for two minutes independently and then raise his hand for feedback.*
- 3. The teacher will go to David's desk to check his work.*
- 4. Repeat steps 2 and 3 until the end of the independent seatwork period.*

**Plan Review Date(s):**

*February 1, 20XX*

**Additional Comments:**

*P. Chinn will observe Ms. Lehrer's implementation fidelity during the week of Jan. 25 and conduct observations to determine David's % of time on task.*

**Meeting Participants:**

<b>Name</b>	<b>Position</b>
<i>L. Lehrer</i>	<i>Language arts teacher</i>
<i>Mrs. B</i>	<i>Parent</i>
<i>P. Chinn</i>	<i>School psychologist</i>
<i>C. Funke</i>	<i>Vice-principal, S-Team</i>
<i>M. Folchart</i>	<i>S-Team member</i>