

## Behavior Intervention Plan Sample #1

**Child Name:** John Smith

**Date of Birth:** 1/1/2001

**Chronological Age:** 2:5

**Supervisor:** Chanel Wise

**Setting:** Helping Hands ABA, P.C.

**Date of Plan:** 6/1/2003

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### **Background**

John is currently receiving Center-based services at Hand in Hand Early Childhood Center, where he has attended since 1/1/2003. John currently receives 5x120 Special Instruction – Applied Behavior Analysis (ABA), occupational therapy and speech and language therapy. The center offers John's parents a monthly Family Support Group, and center-based staff meet monthly to discuss John's progress and needs. In addition to these center based services, John receives Special Instruction – Applied Behavior Analysis (ABA) as well as physical therapy in the home.

John demonstrates many strengths in the classroom. He exhibits very strong motor imitation skills, and is able to follow many simple one step directions (i.e., wave bye, blow kiss, pick up, etc.). He also follows many of the classroom routines independently (i.e., marching to the schedule) and is a successful participant in all group activities (i.e., classroom meeting, story time, etc.).

Although John exhibits many strengths in the classroom, he also presents with some interfering behaviors. These behaviors negatively impact John's learning, and at times prevent independent participation in classroom activities (i.e., clean up). John's primary behavior of concern is protest behavior. Intervention is necessary to reduce this behavior in order to promote John's success both at home and in the center.

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### **Definition of Target Behavior**

***Protest Behavior:*** The presence of one of the following behaviors: crying (i.e., presence of tears), whining (i.e., high pitched vowel sounds without tears), dropping to the floor, gestural protests (i.e., shaking head no)

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### **Assessment**

Methods of assessment include records review, clinical observation, ABC (antecedent, behavior, consequence) data, duration data, classroom staff, parent interview, Motivation Assessment Scale.

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### **Hypothesis Statement:**

Data indicate that John' behaviors are primarily maintained by access to preferred activities. The primary antecedent to John' target behavior is interruption of a preferred activity. Behavioral intervention will address these functions through the following procedures.

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### **Behavior Intervention Procedures**

Function: Access to Preferred Activities

#### **Proactive Planning (Antecedent Manipulations)**

- During center times John will be seated at the table. At this location he will be physically closer to the storage bins for access during clean up time, and also closer to the visual schedule.
- Two minutes prior to clean up John should be playing with a toy less reinforcing than an edible reinforcer.

#### **Differential Reinforcement of Other Behaviors (DRO)**

- Therapists will reinforce the absence of target behavior during classroom transitions as well as transitions out of the classroom (i.e., related services, bathroom, sink). John will gain access to reinforcement (i.e., edibles) when he accepts interruption of preferred activities without engaging in target behavior. Any behavior other than target behavior will be reinforced. Upon engaging in the specific step, pair the edible reinforcer with the phrase "That's \_\_\_\_\_ quietly"
- *Specific Procedure During Transition in/out of classroom:*
  - When John engages in the target behavior **1 time or less** (80% reduction from baseline) for 3 consecutive days, move on to the next step.

<b>Procedural Steps</b>	<b>Start Date</b>	<b>End Date</b>
1. Stand up (non-contingent reinforcement)		
2. Stand up (absence of the target behavior)		
3. Stand up + 2 steps		

4. Stand up + 4 steps		
5. Stand up + 6 steps		
6. Stand up + 8 steps		
7. Stand up + 10 steps		
8. Completion of transition		

- *Specific Procedure During “Clean Up” time:*
  - When teacher presents the Sd: “Clean Up”, walk John to the location of the step he is on (distance from storage bins), present him with an item and the Sd “Match”. Continue to present John with items and the Sd “Match” until clean up time is finished. When John engages in the target behavior **1 time or less** (80% reduction from baseline) for 3 consecutive days, move on to the next step.

<b>Procedural Step</b>	<b>Start Date</b>	<b>End Date</b>
1. 0 ft from bins		
2. 1 foot away		
3. 2 feet away		
4. 3 feet away		
5. 4 feet away		
6. From table		
7. From visual schedule		

**Procedure (Consequences)**

- Therapists will place the target behavior on extinction by maintaining the interruption of the preferred activity. The therapist will follow through with the demand until John complies **independently without the target behavior**. Error correction will not begin until step 3 of each procedure. Removal of the demand is the only reinforcement he will receive once he complies. The therapist will tell John “That’s \_\_\_\_\_ quietly” and remove the demand.

**Replacement Skills**

- John will be systematically taught, through regular practice and exposure, to tolerate changes in routine
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**Measurement**

Therapists will record frequency data for each instance of the target behavior during transition periods. Specifically, the therapist will indicate “yes” if John engages in the target behavior during the step indicated in the procedure. For clean-up time specifically, the Therapist will circle “yes” if John engages in the target behavior for each item he cleans up. “Yes” or “no” data will be circled for all items John is asked to clean up during clean-up time. Frequency data will be graphed daily to assess student progress and the effectiveness of the intervention. The behavior intervention plan aims to reduce the frequency of the target behavior by 80% from baseline.

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**Procedural Integrity**

Therapists will utilize various methods to ensure integrity and precise implementation of the treatment plan. All staff members having contact with John will be trained in proper implementation of the behavior plan. The accuracy of implementation will be supervised by the consulting psychologist as well as the program director. When possible, therapists will utilize inter-rater agreement to ensure the accuracy of data collection.

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**Behavior Intervention Plan Approval**

Parent Name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Writer: Ariel Klein

Writer: \_\_\_\_\_

Supervisor:

Supervisor Signature: \_\_\_\_\_