

## Behavior Intervention Plan

- **Individual**
  - Age: 5
  - Grade: Kindergarten
  - Gender: Male
  - Afterschool site containing three main rooms and two restrooms. Three to four leaders and anywhere from 35-40 other students.
    - Student gets picked up from school and walks to afterschool site. Then he has reading time, snack, activity, outside play, and free choice.
  - Interests:
    - Minions
  - Background
    - Youngest of the three boys in the household
      - Blended family structure
- **Goal:** To have the student within the room or within a ten-foot radius of his specified group 100% of the time.
- **Target Behavior**
  - “Escape” defined as physically leaving the room or ten-foot radius of specified group and/or group leader without gaining permission from a leader.
- **Function of Behavior**
  - Through direct observation, the Motivation Assessment Scale (MAS) and the Functional Analysis Screening Tool (FAST) completed by his youth leaders and site supervisor, student hypothetically engages in escape to escape/avoid with variability due to context. Settings or situations in which the target behavior is most likely to occur includes amongst peers, during transitions, and/or in whole group setting when an adult is not providing one-to-one interaction with student. Based on observation, maintaining consequences are escaping a room or ten-foot radius of others and/or avoid group activities.
- **Baseline of Target Behavior**
  - Total number of minutes student was in room or 10’ radius. (Goal 180 min.)
    - 10-Nov        100 min.
    - 13-Nov        90 min.
    - 14-Nov        110 min.
    - 15-Nov        80 min.

- 16-Nov 90 min.
- 17-Nov 60 min.

- **Replacement Behavior**

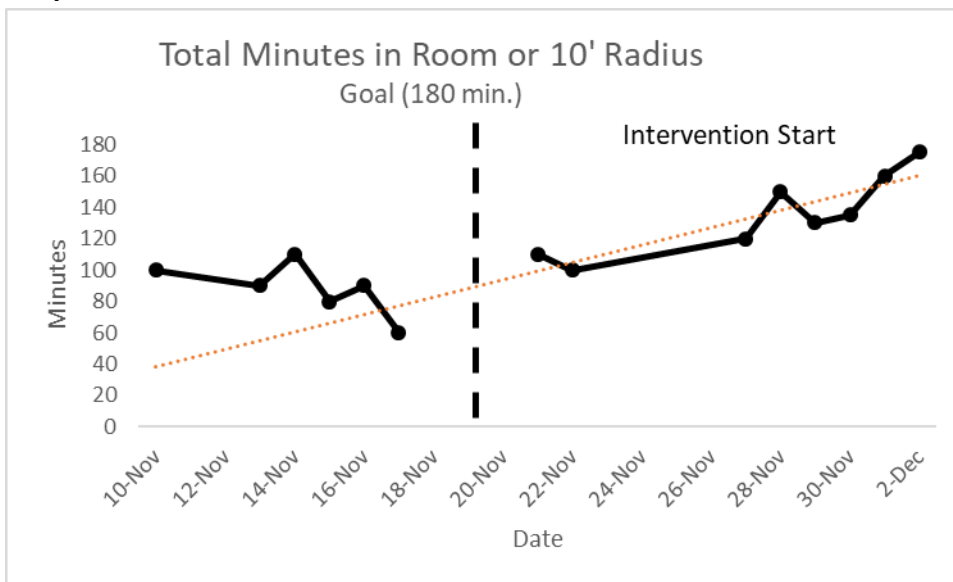
- In order to escape/avoid others and/or activities student may request a break in which student can use soundproof headphones, go to safe spot (tent), and/or go into the main room with adult supervision. Total break time will not exceed five minutes. Total amount of breaks will not exceed three per day.

- **Intervention Plan (Including Positive Behavioral Supports)**

- Supporting Growth
  - Student will receive verbal prompt to request a break if leader notices the trigger of the behavior beginning to occur.
  - Student will receive variable interval reinforcement from leader. If during check-in student is in respected room or within 10' vicinity of group, student will receive praise and a sticker for his chart. Once student receives ten stickers he will be allowed to choose from incentive list, which will be established by student and leader prior to intervention being put in place (board game with teacher, 15 min. free choice break, etc.).
  - For every break (of the three), student does not use a day, he will receive a sticker for his chart.
- Communication
  - Communication with parents will occur, on a daily basis, through a verbal exchange of how the student's day went. Point system has been established in which student receives a point if he maintained expected behavior, with minimal prompting and redirection, at school, afterschool program, and home. If student has reached his daily goal of not escaping the room or vicinity with three or less five-minute breaks, he will receive his point for afterschool programming that day.
- Engagement Strategies
  - Give student jobs within the room, or based on the activity, so he feels his presence is valued
  - Modify activity to make it interest based in an attempt to eliminate avoidance
  - Partner student with another so he feels a sense of obligation to stay within the room
  - Always have a task for the student to be doing so he does not begin to wonder which often leads to escape
- Supervision
  - Supervision will be provided by site supervisor along with youth leaders.

- Reinforcement of replacement behavior
      - Verbally acknowledge appropriate use.
      - If student has reached his daily goal, of not escaping the room or vicinity with three or less five-minute breaks, he will receive his point for afterschool programming that day.
- **Consequence for “Extreme” Behavior**
  - If student’s behavior compromises his safety and/or the safety of others the following steps will be followed:
    - Escort him to a room free of other children or have other children exit the room
    - Maintain supervision
    - Call mom and have her pick him up
    - Fill out Unacceptable Behavior Form
      - Follow up with consequences and/or additional steps outlined in the policy manual
- **Data Collection Method**
  - Data will be collected daily by observing & recording the duration (in minutes) the student is in his respected room or within a ten-foot radius of respected group.
  - Data will be collected by youth leaders and site supervisor

• **Graph of Data**



• **Recommendations for further Plan Adjustment**

- In the event the plan is not yielding the desired effect or at the desired rate we will:
  - Extend break time to ten minutes
  - Increase frequency of reinforcement

- Increase frequency of scheduled reinforcements
- Included 1:1 positive reinforcement each time student executes breaks successfully
- In the event the plan is yielding results at a faster rate than expected we will:
  - Begin limiting the length (in minutes) and amount of breaks student receives
  - Begin using escape techniques that allow student to remain in the classroom
    - Ex: Work independently, work at a sperate table or space, use fidgets (to prevent boredom leading to wondering), etc.
  - Begin reducing number of breaks and/or amount of check-ins done throughout programming.
- **Date for Plan Review: 12/19/17**
  - Reviewing plan prior to Christmas break will allow team to decide if modifications need to be made and ready to be put in place when the student comes back at the start of the new year.