Student: Ben Sample **Behavior Intervention Plan** Implementation Dates: 02/12 - 02/13

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| Inappropriate Behavior  What is the behavior that needs to be changed and how does the child’s behavior impede his/her learning or the learning of others? | Appropriate Behavior  What appropriate behavior will be targeted to replace the inappropriate behavior? | AntecedentStrategies What strategies will be implemented to prevent the inappropriate behavior from occurring? | SkillAcquisition What skills will be taught to increase appropriate behavior? | Reinforcement Strategies  What techniques will be used to reinforce the occurrence of the appropriate behavior? | Consequences\* What will be the consequences to the student for engaging in the inappropriate behavior? |
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| **Non-Compliance –**  Ben often exhibits non-compliant behaviors when non-preferred task are given to him. The non-compliant behaviors consist of not comply with adult directives, which often leads to physical aggression. Ben also exhibits this behavior after holidays, and/or weekends.  Task avoidance -  Ben engages in task avoidance by placing his hands into his pants when he is presented with non-preferred activities ((Masterbating). | Comply with directives when they are given to him  Effective communicate his wants and/or needs using sign approximation and visual supports  Keeping hands out of clothes | Provide consistent routine  Follow visible schedule  w/ break time included  Redirect to task  Frequent Breaks  Sign/speak appropriate behavior (speaking and signing “work” )  Review rules on a daily basis | Model appropriate and effective ways for Ben to communicate his feelings and emotions (signing, using visuals)  Visual Schedule to indicate what is expected and what will occur throughout his day  Follow rules  Frequent Praise  Frequent Reinforcement | Positive Verbal Praise  (Verbal: “Good job Ben”  Physical: High fives)  Earned Activities (Looking at books, Free Time, Computer time)  Frequent Breaks  Positive Parent Communication | Delay in reinforcements  Loss of reinforcements  Parent communication  Isolated instruction within classroom  Isolated instruction |

\*Unless otherwise indicated, consequences outlined in the Student Code of Conduct will be implemented in addition to consequences listed in the Behavior Intervention Plan.

# Page \_\_\_\_ of \_\_\_\_

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| **Physical Aggression Cont:**  **Physical Aggression**  Physical Aggression - Ben often engages in this behavior when demands are given to him or when non-preferred task are presented. He prefers to look through his books for pronlongs periods of time. When exhibiting this behavior, he often hits, kicks, pinches, and spits on those giving him the directives. | Effectively communicate his wants and/or needs by keeping his body parts (hands, feet, mouth) to himself | Use sign approximation or visuals for appropriate behavior (visual support: “I need a break”)  Provide consistent routine  Follow visible schedule  w/ break time included  Redirect to task  Frequent Breaks  Sign/speak appropriate behavior (speaking and signing “work” )  Review rules on a daily basis | Teach Ben to use copying skills   * Deep breathing * Touch count to 10   Appropriately communicate “I need a break”  Visual Schedule to indicate what is expected and what will occur throughout his day  Follow rules  Frequent Praise  Frequent Reinforcement  Visual Supports  Visual Cues | Positive Verbal Praise  (Verbal: “Good job Ben”  Physical: High fives)  Earned Activities (Looking at books, Free Time, Computer time)  Frequent Breaks    Positive Parent Communication | Delay in reinforcements  Loss of reinforcements  Parent communication  Isolated instruction within classroom |

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