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

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| Inappropriate BehaviorWhat 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 BehaviorWhat appropriate behavior will be targeted to replace the inappropriate behavior? | AntecedentStrategiesWhat strategies will be implemented to prevent the inappropriate behavior from occurring? | Skill AcquisitionWhat skills will be taught to increase appropriate behavior? | Reinforcement StrategiesWhat 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 supportsKeeping hands out of clothes | Provide consistent routineFollow visible schedulew/ break time includedRedirect to taskFrequent BreaksSign/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 dayFollow rulesFrequent PraiseFrequent Reinforcement | Positive Verbal Praise(Verbal: “Good job Ben”Physical: High fives)Earned Activities (Looking at books, Free Time, Computer time)Frequent BreaksPositive Parent Communication | Delay in reinforcementsLoss of reinforcementsParent communicationIsolated instruction within classroomIsolated 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.

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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 routineFollow visible schedulew/ break time includedRedirect to taskFrequent BreaksSign/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 dayFollow rulesFrequent PraiseFrequent ReinforcementVisual SupportsVisual 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 reinforcementsLoss of reinforcementsParent communicationIsolated instruction within classroom |

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