

## Behavior Intervention Plan/Positive Behavior Support Plan

Hypothesis: When (a) requesting S to continue to do tasks/activities, (b) physically prompting (e.g., hand over hand) S to work on a task, and/or (c) removing objects from S's hands or immediate vicinity, S will perform physically aggressive behavior. As a result, she gets to delay/terminate the task and gets to retain access to an item/object.



### PREVENT Interventions

Intervention Strategy	Description and Steps	Comments
Environmental support-Visual schedule	<p>S will use a visual agenda book throughout the school day.</p> <ol style="list-style-type: none"> <li>1. Staff will place two task cards on the front of her agenda book to represent the first activity and the second activity. S may help with this, as appropriate.</li> <li>2. Visually prompt S to look at the task cards, stating that "we will do ___ activity, then ___ activity."</li> <li>3. Point to the first task card and then present her with the first activity.</li> <li>4. When S is completed with the first activity, say "all done" and have S remove the card from the front of her book and put it in a secure location in the book.</li> <li>5. Visually prompt S to look at the second task card, stating "we will do ___ activity." Present her with the second activity.</li> <li>6. When S is completed with the second activity, say "all done" and have S remove the card from the front of her book and put it in a secure location in the book.</li> <li>7. Repeat steps 1-6 for additional activities.</li> </ol>	
Environmental Support-I am working for:	<p>S will be provided a visual cue that will let her know the reinforcer she will earn contingent upon specific behaviors (e.g., completing a task/request).</p> <ol style="list-style-type: none"> <li>1. After reviewing S's schedule, present the "I am working for _____" strip.               <ol style="list-style-type: none"> <li>a. The strip should have the words "I am working for _____" and a picture that shows S working (so she understands the words).</li> <li>b. Choices for highly motivating activities/objects could be presented to S (if she can make a choice</li> </ol> </li> </ol>	

	<p>c. Once S makes her selection, put the photo/picture/object on the I am working for strip in the appropriate spot.</p> <ol style="list-style-type: none"><li>2. To teach S the use of the strip, remind S when giving her a task of what exactly she needs to do to get the reinforcement. For example, say, "S, 2 puzzle pieces to get X". Keep count of puzzle pieces (e.g., S, you did one! One more!)</li><li>3. As soon as S completes the allotted task, immediately say "S, you worked for X. You did it!"</li><li>4. Provide agreed upon reinforcement.</li><li>5. Remember to use Replacement behavior intervention to prompt S to ask for a break when she shows precursor behaviors indicating she may start aggressive behaviors.</li></ol>	
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**TEACH Interventions**

Intervention Strategy	Description and Steps	Comments
<p>Teach S to communicate a need for escape</p>	<p>S will use the phrase "all done" to let adults know that she needs a break.</p> <ol style="list-style-type: none"> <li>1. When presenting a demand/task and prior to or when a precursor for aggressive behavior (such as eyebrows furrowed, fist clenched), the adult will verbally prompt S to take a break by saying "All done" in a direct, calm voice.</li> <li>2. If she does not say "all done" after the first prompt, repeat the verbal prompt by saying "say all done".</li> <li>3. Remove task for one minute and allow her to sit without demand/work in front of her.</li> <li>4. A timer will be set for one minute.</li> <li>5. After her minute is up, represent the task.</li> <li>6. When the task is complete, prompt S to say "all done" by following step 2. This verbal prompt should be accompanied by a removal of the task card on her agenda book, signifying that the task has been completed.</li> </ol> <p>If S says "all done" when working on a task, follow steps 3-5 until the task is complete or S's frustration level has been reached.</p> <ol style="list-style-type: none"> <li>7. If S's seems to present an imminent risk for aggressive behavior, prompt S to say "all done" as you move yourself calmly to a safe location (out of the danger zone). Before moving to a safe location, you may need to calmly reposition S's hands to a safe position.</li> <li>8. After this physical redirection and verbal prompt, transition S to another activity and/or move to her to another location (e.g., kitchen).</li> </ol>	

REINFORCE		
Intervention Strategy	Description and Steps	Comments
Reinforce Replacement Behavior with function (escape)	<ol style="list-style-type: none"> <li>1. Each time S says "All done", remove the task materials, set the timer for one minute, and release her to a <u>one minute</u> break.</li> </ol>	
Reinforce "I am working for"	<ol style="list-style-type: none"> <li>1. Each time S meets criteria for the reinforcement she selected, immediately provide her with the reinforcement.</li> </ol>	