BEHAVIOR INTERVENTION PLAN

Student Name:	xxxxxxxxx	School:	xxxxxxxx
Date of Birth:	xxxxxxx	Grade:	1st
Age:	6.4	Date of Implementation:	xxxxxx
Written By:	xxxxxxx	Date of Modification (if applicable):	

Specific Hypothesis Statement
200.1(mmm)

During virtual learning, when asked to complete a task or listen to instructions, xxxxxx will engage in (off-task behaviors (i.e. looking away for more than 30 secs, out of seat/walking away from screen, putting head down/slouching in seat, or fidgeting/playing w/ objects), in order to (avoid non-preferred tasks). xxxxxx also gets attention from her parent and the teacher when she engages in off-task behaviors. The behavior is most likely to occur when xxxxxxxx mother is in another room.

Global Hypothesis Statement
200.1(mmm)

xxxxx is working to learn the English language. The majority of her instruction is in English, though her teacher will reinforce directions in Spanish when needed. xxxxxxxx exhibits learning delays as well, however she appears to want to do well in school. She is reading on an AA reading level using F&P. She lacks basic comprehension skills when reading text or when text is being read to her. xxxxxx has difficulty following print from left to right, she requires constant redirection with that task. She lacks basic math foundational skills to complete one step addition and subtraction problems. Her level of distractibility is also a concern and affects her learning. She appears like friendly child that likes to play.

Target Behaviors 200.1(mmm)	Off-task behaviors: • **Looking away for more than 30 seconds and walking away from the screen, putting her head down while not completing the work.**
Baseline Data (i.e., frequency, duration, intensity, and latency (if applicable) 200.22(4)(i)	According to a functional behavior analysis completed on 3/1/2021, *Frequency:* Off-task behavior, as defined, occurred on average 4 times per instructional period observed. *Duration* of behavior lasted on average for 2 minutes before responding to redirection *Latency* of behavior: 2-3 minutes (before she engages in target behavior after a directive has been given by the teacher)

1,2, 3, 4, 5, 6

	Intensity: Moderate to severe based on impact interfering with learning. Target behavior occurs mostly with teacher, xxxxxxxx during remote instruction. No patterns are identified with specific time of day.	
Target Replacement /Alternative Behaviors: 200.1(mmm)	xxxxxxxx will engage in on-task behaviors 80% of the time. xxxxxxxx will learn to request a break and request help while remaining on task.	

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			Person(s) Responsible:
8	**Intervention strategies to address setting events (only if applicable)** 200.22(4)(ii)	Neutralizing When possible, pre-teach concepts and use visuals presentation of all reading and/or writing tasks.	Teacher/ Parent
	Intervention strategies to alter the antecedent events 200.22(4)(ii)	Before xxxxxxx begins class, she will be reminded of expectations for the classroom: look at the teacher/make your face visible at all times; handle the materials in a way that gets work completed; raise hands to ask and answer questions; answer the teacher's questions immediately after they are given; keep your body still; and think about what the teacher is speaking about. **This written checklist will be kept both at home on her desk near her work center). The teacher and parent will model examples and non-examples of each behavior.**	Teacher/ Parent
9	**Intervention strategies used to teach alternative and adaptive behaviors** 200.22(4)(ii)	A virtual dot/point reward system will be implemented to increase on-task behavior. The dot chart will represent a period in the class. If xxxxxxx engages in on-task behaviors, which includes remaining on screen and completing her work for 15 minutes, the teacher will place a dot on her chart, at the end of the 15-minute period. At the end of the morning sessions, the dots will be counted, and xxxxxxx would earn a reward if she earned 5 dots, which would be free time for 5 minutes. At the end of the afternoon session, if xxxxxxxx earned 5 dots, she would also get 5 minutes free time. xxxxxxx will use a communication card "I need help" for assistance with her subjects. This will be modelled, and XXXXX will be encouraged to use this when she does not know how to complete an activity.	Teacher/Pare nt

		xxxxxxx will get 3 breaks in the morning and 3 breaks in the afternoon, after being shown a break card (the teacher has the break cards). During the break, she can put her head down for 1 minute. xxxxxxxx is not permitted to walk away during break time. The teacher will explain to xxxxxxxxx as soon as she is getting ready to become disengaged (by doing a non-example behavior), that her attention is needed by first texting an emoji or reminder for xxxxxxx on the screen. The teacher will wait for 5 seconds and then will tell xxxxxxx she has a break, allowing xxxxxxx to place her head on the desk for a 1-minute break.	
11	**Consequences/ Reinforcement for Replacement/ Alternative Behavior** 200.22(4)(ii)	When xxxxxxx requests "help" appropriately, the teacher will provide her with assistance. For the first weeks, the teacher will ask Michelle if she needs help when Michelle does not respond and point to the help card. If xxxxxxx is able to complete her work for the required time in the absence of maladaptive behaviors (i.e., engaging in off-task behaviors) for 10 minutes during ELA, the teacher will praise her verbally and then after 5 dots (each dot for 15 minutes) Michelle will have the opportunity to select a reward activity which could be: computer time, drawing, playing with a favorite toy or talking to her mother for 5 **minutes**. During her reward time, xxxxxxx could be away from the screen at this time. Information on these behaviors will be collected daily through a frequency chart given to the teacher.	Teacher/Pare nt
10	**Response/ Consequences for the Target Behavior/s.** 200.22(4)(ii)	**During academic periods**, when xxxxxxx engages in precursor behaviors to escape tasks, by walking away or placing her head on the desk, the teacher will wait for 5 seconds and then give her a 1-minute break pass. After the two minutes are up, Michelle's teacher will provide her with a new direction to begin working.	Teacher/Pare nt
13	**Progress Monitoring** 200.22(5)	The school psychologist will review the intervention with the teacher and the student before starting the plan. The school psychologist will touch base with the teacher within the first week of implementing the intervention to provide support. The teacher collects data on a daily basis and the school psychologist will collect the data sheets from the teacher on a weekly basis.	**Plan Review Date: 4 weeks after initial intervention**

Please refer to latest PM meeting form for this student

Completion Criteria:	xxxxxxx will engage in **on-task behaviors (i.e. respond to teacher's directions; begin classwork) and remain engaged and on screen for 10 consecutive minutes** 80% of the time during one academic period. xxxxxxx will request assistance or a break appropriately with use of communication sheet, 90% of the time.	

Name	Title/Relationship to Student
Xxxxxxxxx	School Psychologist
xxxxxxxxxx	General Education teacher
Xxxxxxxxxx	Mother
xxxxxxxxxx	Father