



# Beth's Behavior Intervention Plan

## Goal:

To increase Beth's ability to remain in the classroom to 95% of the school day and actively participate in activities with her peers with a decrease in noncompliance to <10 minutes/day and an increase in requesting staff attention to 75% of opportunities.

## Target Behavior Definition:

Noncompliance: Any instance in which Beth physically and/or verbally refuses to comply with a directive for a skill previously demonstrated for longer than 30 seconds.

Examples include:

- Shouting "no!" and crossing her arms when asked to touch her head.
- Sitting down on the floor when told to line up for music.
- Running out of the room when told to sit at the table.

Non-examples include:

- Crying while touching her head when asked to touch her head.
- Saying "I don't want to" while walking to the line when told to line up for music.
- Standing still for 15 seconds before walking to the table when told to sit at the table.

Onset: 30 seconds. Offset: 30 seconds.

## Hypothesized Function:

Based on Functional Behavior Assessment data, including interviews with staff, ABC data, scatterplot data and direct observation, Beth's noncompliance is likely maintained by access to staff attention in the form of reprimands, coaxing or chasing.

## Antecedent Interventions:

Visual schedules: Using a visual schedule may reduce the motivating operation (MO) for Beth's noncompliance as staff review the schedule with her prior to each transition, providing opportunities for staff attention routinely. In addition, include on her schedule multiple activities that include opportunities for her to receive staff attention (i.e. reading books, playing a math game, taking a walk in the hall).

Assigning "helper" tasks: Many of Beth's challenging behaviors occur during transitions when staff may be attempting to gather materials, thus diverting staff attention. Assigning Beth "helper" tasks during this transition provides Beth with positive staff attention while minimizing the time staff's attention must be diverted. For example, ask Beth to help you carry books to the circle area.

### **Replacement Behavior:**

Functional Communication Training (FCT): Teach Beth to many appropriately for attention. When Beth is likely to engage in target behavior (i.e. before a transition when your attention may be diverted), but prior to onset of the target behavior, prompt Beth to request staff attention by saying "talk to me," "watch me," "look at me," or some similar form of requesting attention. If Beth engages in target behavior, withhold attention and try again at another opportunity.

### **Consequent Intervention:**

Differential Reinforcement of Alternative Behavior (DRA): Beth should earn reinforcement (i.e. focused staff attention in a playful manner) each time she uses a functional statement to request staff attention.

Interval	R+ Schedule	R+ Time
1	FR1	30 seconds
2	FR2	1 minute
3	VR3	2 minutes
4	VR5	3 minutes

Criteria for interval progression: <10 minutes/day for 3 consecutive days

Criteria for interval regression: >20 minutes/day for 3 consecutive days

### **Response to Target Behavior:**

- Withhold attention to the extent possible (i.e. do not say Beth's name, do not make eye contact, etc.)
- Monitor for safety
- Use body positioning to minimize opportunities to elope from the room
- Present the demands with visuals when possible
- Wait for compliance with initial demand
- Resume reinforcement schedule only once compliance has been re-established