

Behavior Intervention Plan

- **Individual**
 - Matthew, Second grade, 7 years old
 - Second grade classroom
- **Target Behavior**
 - The target behavior that Matthew exhibits is constantly wanting attention. Matthew does this by blurting out in the middle of class several times a day. Matthew also throws tantrums to get teachers attention by yelling, screaming, throwing objects within his reach, and hits objects with his fists. It should be noted that Matthew has never been physically aggressive towards any other students or teachers.
- **Function of Behavior**
 - Through observation in the classroom setting, the classroom teacher has completed a MAS (Motivation Assessment Scale) which shows that the student engages in the target behavior, which was mentioned earlier, to gain the teachers attention. The target behavior occurs most often during class time especially when the student is not receiving one on one attention.
- **Baseline of Target Behavior**
 - The classroom teacher has been making tally marks for each time Matthew preforms the target behavior during the day. She collected this data for a total of five days. The baseline data collected is located in the chart below.

Monday	7 times
Tuesday	10 times
Wednesday	5 times
Thursday	6 times
Friday	11 times

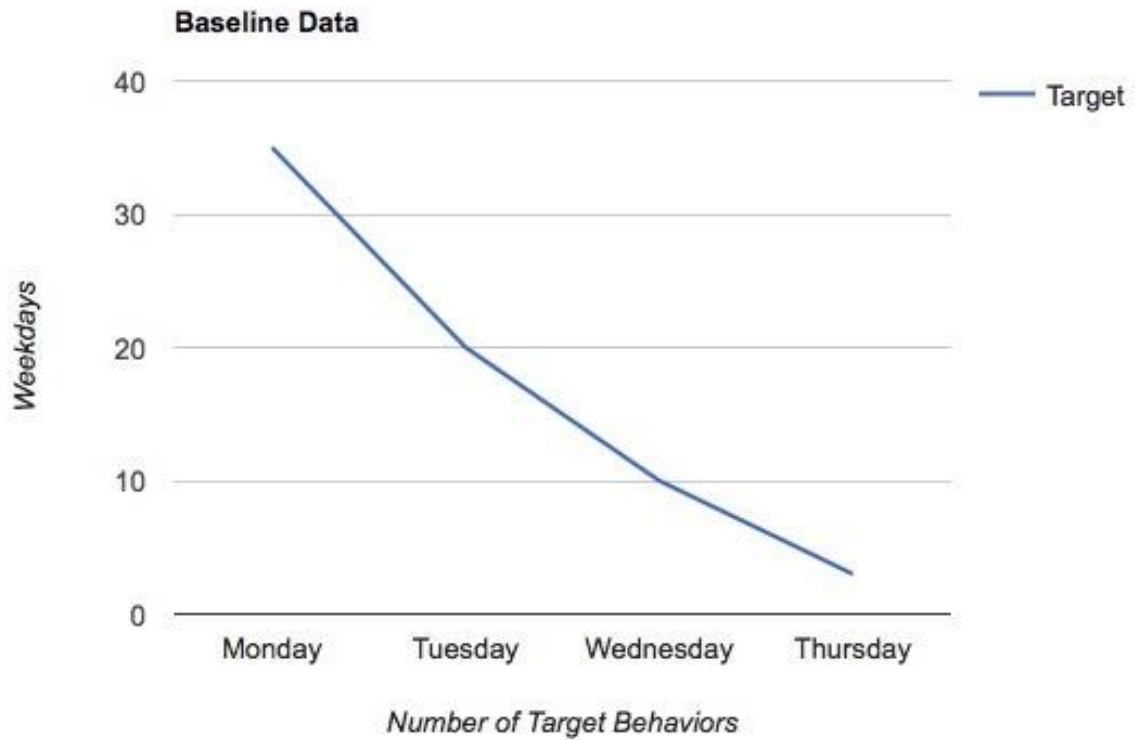
- **Replacement Behavior**
 - A replacement behavior for the target behavior could be having Matthew approach the teachers desk when it is appropriate, Have Matthew raise his hand when he would like to say something, and allow Matthew more time to interact with others so he doesn't feel the need to interrupt for attention.
- **Intervention Plan (Including Positive Behavioral Supports)**
 - All of Matthews teachers need to know about the target and replacement behaviors. This way when data is collected, it is accurate.

- Modify curriculum to where there is more group work or group activities so Matthew has a chance to talk to his peers rather than working individually to where the target behavior is more likely to occur.
- Supervision is not required within the classroom. This would give him too much one on one attention and make his problem for needing attention much worse.
- In order to decrease the target behavior, each time Matthew preforms the target behavior the classroom teacher must ignore him. By ignoring Matthew, he is not getting the attention he wants or needs so this will cause him to realize the only way he will get that attention is by preforming the replacement behavior such as raising his hand.
- In order to reinforce the replacement behavior, Matthew needs to understand what he is doing wrong and the teacher needs to give him the examples of the replacement behavior so he understands what he should be doing rather than the target behavior.
 - Each time Matthew does the replacement behavior, he will receive a token. At the end of each week, if he has enough tokens, Matthew will be able to pick out a prize.

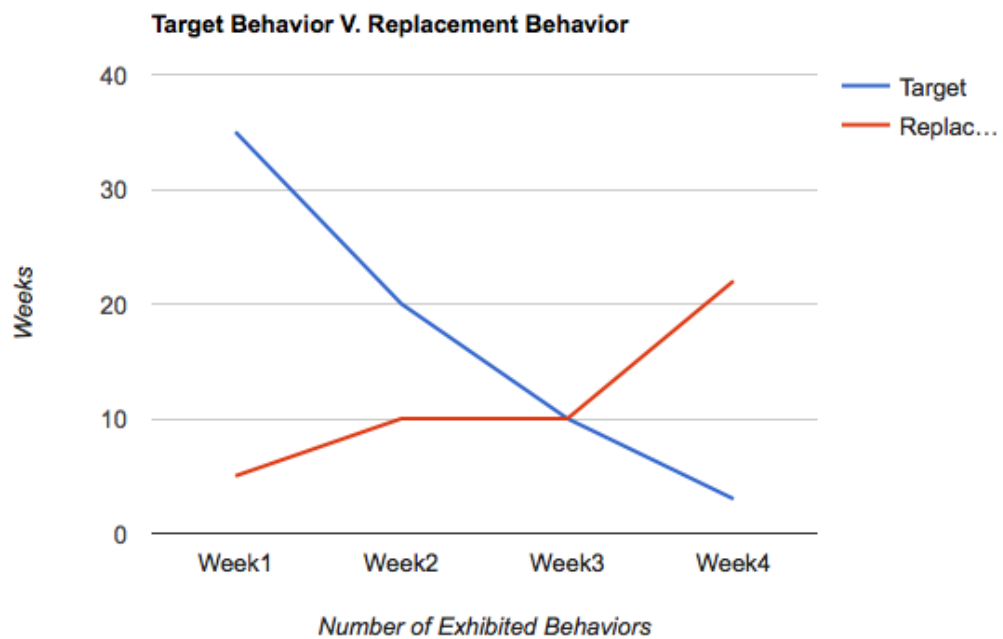
- **Data Collection Method**

- How will data be collected?
 - Frequency
 - Observation and Tally sheet. A graph will be made according to how many times target behavior occurs weekly.
- Who will collect data?
 - Each one of Matthew's teachers need to be filling out the tally sheet

- **Graph of Data**



- According to the data collected in the Baseline Data portion, Matthew performed the target behavior 7 times on Monday, 10 times on Tuesday, 5 times on Wednesday, 6 times on Thursday, and 11 times on Friday.



- Week 1: Matthew performed the target behavior 35 times and the replacement behavior 5 times
- Week 2: Matthew performed the target behavior 20 and the replacement behavior 10 times
- Week 3: Matthew performed the target behavior 10 times and replacement behavior 10 times
- Week 4: Matthew performed the target behavior 3 times and replacement behavior 22 times
- **Recommendations for further Plan Adjustment**
 - If Matthew is not grasping the concept of performing the replacement behavior, then the plan will need to be revised such as by talking with Matthew again and reminding him what he should be doing instead of interrupting. If this still is not working, calling in Matthew's parents would be the next step in hopes they are able to get him to understand and listen to what needs to be changed in his behavior.
- **Date for Plan Review**
 - Plan review should be one month after the plan has been implemented. In this case, the plan has been implemented on November 1st. Review date is scheduled for December 1st.