

## Behavioral Intervention Plan

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## **Caleb's Behavioral Intervention Plan**

**Student:** Caleb

**Student Grade:** Pre-K

**Age:** 4

**Setting:** In home care with two brothers, ages 1 and 5.

**Target Behavior:**

Aggressive and loud behavior defined as running wildly around the house, hitting things (banging household materials, throwing toys, sometimes pushing and shoving brothers and/or adult caregivers), and making many types of disruptive noise (screaming, making loud animal sounds, extensively speaking in “bad guy” voices, etc.).

**Functional Behavioral Assessment:**

**Findings from each assessment (FAST and MAS):**

**FAST:** The findings for this assessment were that the child exhibits motivation for attention/preferred items and sensory stimulation

**MAS:** The findings of this assessment are that the child exhibits motivation of behaviors for Attention and Escape.

**Observations:**

Direct observations show that Caleb exhibited behavior when he lacked desired attention from his caregiver, mother, or brothers. Caleb also began exhibiting the target behavior when there were no tasks for him to do (when he was bored).

**Data Collection:**

Data collection revealed that Caleb's target behavior was often preformed 15 minutes after he was dropped off at the home for care. After lunch, Caleb was found to exhibit the behavior with more energy and effort. He would almost always begin the target behavior 5 minutes or less without having attention of the caregiver or something to do.

**Summarized Findings:**

Through the MAS and FAST assessments, Caleb is shown to exhibit behavior based on the motivation for attention and escape. Caleb will run around the house hitting things and making loud sounds, searching for the attention of his caregiver, brothers, or mother. Caleb will ignore directions when and after exhibiting this behavior, avoiding and escaping instructions.

**Baseline Data of Target Behavior:**

Duration of target behavior in relation to everyday activities.

Caleb's attention seeking and avoiding behavior throughout four 7 hour days:

6/11- 1:10 minutes

6/12- 45 minutes

6/13- 54 minutes

6/14- 40 minutes

Target Behavior specified within activities during the day:

6/11-

8:15 am- 8:20 am (5)

9:00 am-9:15 am (15)

9:50 am-10:10 am (20)

11am-11:05 am (5)

1 pm-1:10 pm (10)

2:30 pm-2:40 pm (10)

3 pm -3:05 pm (5)

6/12-

8:30 am -8:40 am (10)

9:10 am-9:15 am (5)

10:05 am-10:10 am (5)

11:15 am-11:35 am (20)

2:20 pm-2:25pm (5)

6/13-

8:45 am-8:50 am (5)

10am-10:25 am (25)

11am-11:05 am (5)

12 pm-12:15 pm (15)

2 pm-2:04 pm (4)

6/14-

9:15 am-9:30 am (15)

10 am-10:10 am (10)

11:55 am- 12 pm (5)

2:45 pm-2:55 pm (10)

### **Replacement Behavior:**

Right after completing an activity, as he arrives at the day care center, and right after lunch (Caleb's regular time periods for performing the target behavior) Caleb will spend 5 minutes of focused attention, while reading quietly or silent exercises, before he can move on to his next activity.

### **Interventions:**

### 1. Communication and Collaboration with Parents/Guardians

(e.g. daily beginning and end of day check-ins with parents. These check-ins help parents let the caregiver know how the child did with the replacement behavior and lets the caregiver walk through what the child struggled with throughout the day. If communication and collaboration continue over a 6 week period, the caregivers and guardians can adapt the replacement behavior to increase improvement).

### 2. Increase knowledge and improvement of brother's behavior

(e.g. walk through strategies with Caleb's brothers (mainly older brother) to help increase Caleb's relaxed and focused behavior. Helping his brothers have traits of the replacement behavior, will help Caleb learn by the example of his brothers, and have less temptation to exhibit the target behavior).

### 3. Take check-in times throughout different activities

(e.g. during an independent or collaborative activity, take time to check in with Caleb and make sure he isn't feeling neglected or ignored. Give him 5 minutes of intentional attention).

### **Steps to Implementation:**

The purpose of this intervention plan is to help Caleb achieve the replacement behavior of helping him focus and direct his attention on single activities without being disruptive or aggressive.

- The first step to building characteristics of the replacement behavior will be done with the aid of the caregiver. The caregiver will oversee the replacement behavior, making sure that Caleb is staying on track.
- The caregiver will oversee and reinforce the behavior during he trouble periods for Caleb, with differentiated reinforcement.
- This continuous reinforcement will allow Caleb breaks in which he can focus his attention on one activity, so he can re-focus.
- Depending on how well the replacement behavior works, the program should last at least 6 weeks.

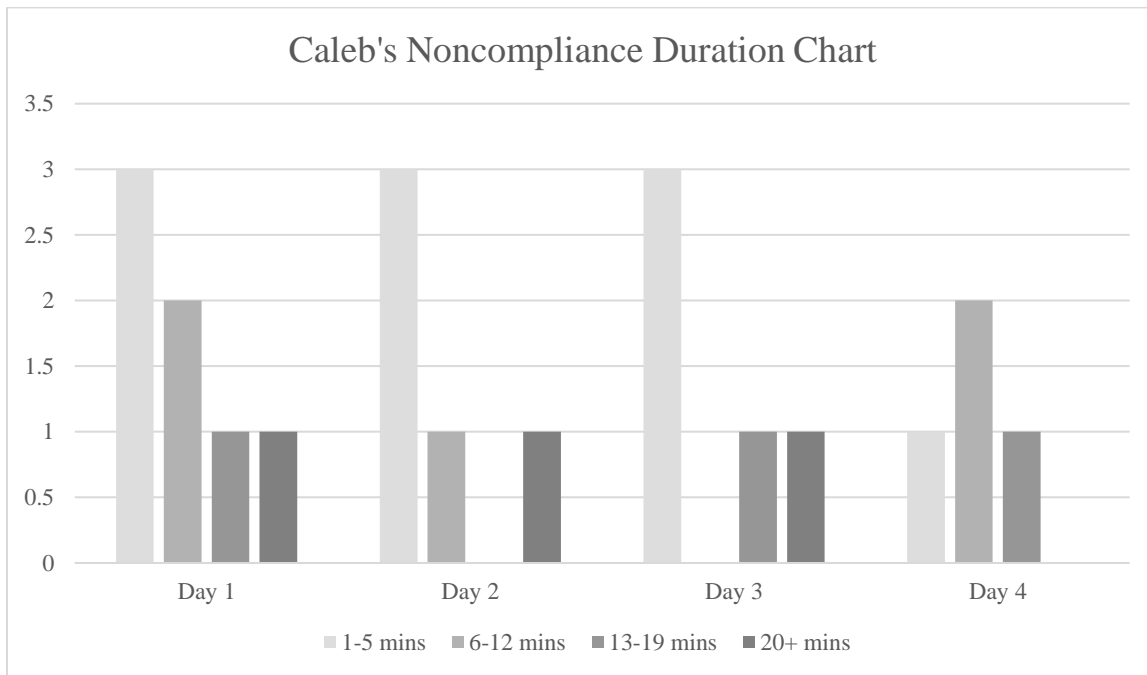
### **Disciplinary Consequences:**

If Caleb refuses to work on the replacement behavior and begins to exhibit aggressive behavior, negative punishment will be put in place. If Caleb hits other people or objects, he must sit in a time-out that is overseen by the caregiver, in a room separate from any other outside stimulus. In case of extreme behavior of careless aggression, all other children will be removed from the room and Caleb will be spoken with privately. If he continues his excessive activity and aggression toward the caregiver, the caregiver will be forced to constrain Caleb.

### **Data:**

Data will be collected by the caregiver on Tuesday through Friday from 8 am to 3 pm. Data collection on the replacement and target behaviors will be collected by parents in the evenings and mornings before day care and on Saturdays, Sundays and Mondays. The data will be collected with the duration method of recording. Data will be recorded with notes and possibly with charts to analyze overall data.

**Chart:**



**Plan Adjustments:**

If the replacement behavior needs to be updated or changed, the caregiver must contact the parents to conduct a meeting on necessary steps in order to make the change. Also, if the parents have concerns about the program, they should contact the caregiver and speak with them about their worries.

If Caleb is excelling in focusing on single activities and managing his aggression, within the first week, the program will continue through the next week to make sure that the progress continues. If by the end of that week, he continues to excel, the replacement behavior plan may be adapted.

**Review Date:**

The plan is scheduled to occur over a six week period or longer. The plan will be reviewed weekly to see progress and success, and the caregiver and parents will keep a journal/notes on the replacement behavior. The plan will be updated daily and weekly as necessary.

