

Behavior Plan Template
Created by: Kristin Szpakowski

Target behaviors:

Behaviors to decrease:

- a. Aggression: includes attempted physical contact or actual physical contact made by David by hitting, kicking or grabbing others. (Non-examples include giving high fives when requested to do so, or kicking a ball)

2. Behaviors to increase:

- a. David will ask for attention from the instructor
- b. David will complete his required work for that session/class.
- c. David will attempt to earn a break with one other friend two different times during the day if he is able to complete his work without any aggression.

Function: David is a 5-year-old kindergarten student diagnosed with autism in an inclusion classroom. David has shown periods of aggression throughout his school day. His classroom teacher was asked to fill out an ABC data chart that would help to identify what was happening before and after David becomes aggressive. Of the 14 aggressions that were observed, 9 of them were followed by verbal interaction with David. This was the most frequent consequence that occurs and suggests that David's aggressive behavior is maintained by the teacher's attention. As part of the functional assessment, David's classroom teacher also filled out a FAST. The results also suggested that social reinforcement in the form of attention were the maintaining variable. In 10 out of 14 aggressions, David was presented with a task or academic work. This seemed to be the most likely time when the aggression did occur. It was noted that the aggressive actions occurred in many different school environments, including literacy, math, gym, lunch and recess. It also occurred at various times throughout the school day.

Antecedent Procedures:

1. Upon arrival to school, David will spend the first 10 minutes of his day coloring with a friend. There will be a "buddy" who is assigned to color with him each day. By providing him with this initial social interaction, we will enrich the environment, and provide him with what he is seeking. A timer will be set for 10 minutes, and then he will have an auditory cue as to when the activity is ending.
2. Some environmental modifications may also be needed for David. He will have a seat in the front of the classroom. This will lead to frequent attention from the teacher, using eye contact, a slight rub on the back, or thumbs up sign for good behavior. Also, the teacher will choose David for any of her classroom jobs for the week. He will be the one in charge of bringing notes to the office, or passing out papers.

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3. We will also teach David to raise his hand, in order to get his teachers attention. He will be

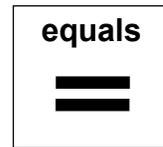
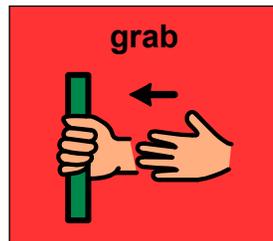
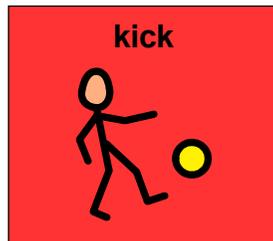
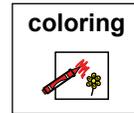
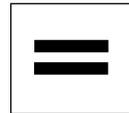
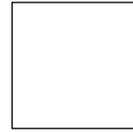
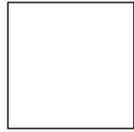
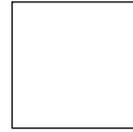
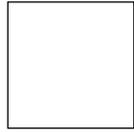
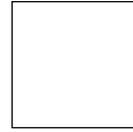
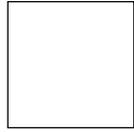
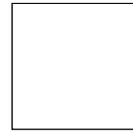
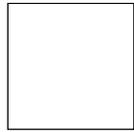
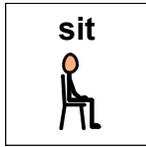


provided with a visual on the corner of his desk or table. Every time he raises his hand, or the visual card, he will immediately get the teacher's attention.

Reinforcement Procedures:

1. During the initial coloring activity to start his day, David will receive social attention from his friend for the entire 10 minutes. They will be coloring together, and no other demands will be put into place. When the timer goes off to end the session, if David is able to end without any aggressive behaviors, he will earn a check in his first box of his token chart.
 2. Once the coloring time is over, the teacher will spend 2 minutes with him to go over his token board for the day. He will have a chart that is broken up by the elements of his day. (Morning meeting, literacy, math, etc.) He will have visuals down the side of the chart that states behaviors that we want him to display. These could include sitting nicely, completing his work, and keeping his hands and feet to himself. At the bottom, there will be visuals of unacceptable behaviors. The criteria will be in the middle of the token board. To start, if he is able to earn 5 checks, he will then get more coloring time with his friend.
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Instructional Program:

Functional communication training: David will be provided with a visual to remind him to raise his hand. Each time he raises his hand, or holds up the visual, the teacher will immediately deliver verbal interaction, asking him what he needs. In order to teach this procedure, the teacher will use a visual prompt. Then the teacher will walk away, and the classroom assistant will physically prompt David to point to his card, and then raise his hand. Once his hand is raised, the teacher will ask him what he wants, verbally encourage him to continue working, or praise him for following the classroom rules. This training should occur in all settings throughout David's day. At first, when he is prompted to raise his hand, the teacher will immediately provide the attention.

David will also be taught his token board, and what he will be exchanging his check marks for. It seems that based on the FAST that coloring is a preferred activity. When he is able to earn the specified number of checks for that portion of the day, he will be able to earn his coloring time with a buddy or friend. As

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the aggressive behavior decreases, the teacher can increase the number of checks required to earn the coloring time.

Interaction Guidelines:

David is in kindergarten. He needs to learn the appropriate ways to gain the attention of those around him that does not include hitting, kicking and grabbing at the people around him. Be sure that if David is put into a time-out for attempting to, or actually hitting, kicking, or grabbing someone, that there is NO attention given to him, when he is in the time out. The time out area should not be reinforcing, and no other items should be available. There should be some visuals near the time out area, showing David what he has to do, in order to leave the time out area. Only when David is acting calming, will the teacher start the 2-minute timer. Once the timer goes off, David will return to the activity he was participating in when the aggression occurred.

Functioned-based Response to Target Behaviors:

Behavior	Staff Response
<i>Aggression: David attempts to, or actually hits, kicks or grabs a student or staff member.</i>	<ol style="list-style-type: none">1. Staff will point to the bottom of David's token board, and select the behavior that David was exhibiting. David will be directed to the time out area, and will not receive any social reinforcement.2. He will not receive a check mark for that class period on his token board.3. He will remain in the time out area for 2 minutes after he stops showing aggression.