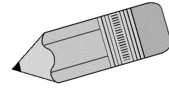


## Sample Behavior Intervention Plan for Child With Attention Deficit Disorder and Conduct Problems

for \_\_\_\_\_

Developed by: \_\_\_\_\_

Date: \_\_\_\_\_



This behavior intervention plan has been created to support the goals and objectives in the IEP dated \_\_\_\_\_, and should be considered an addendum to the IEP.

### I. Preventative Strategies/Modifications

In order to provide a program most conducive to success for Timmy, the following strategies and modifications are recommended for his program:

- Arrange for someone to meet him at the bus and escort him through the building to his classroom, so that he can enter the classroom more calmly.
- Create and consistently use a "Quiet Working Place" for Timmy to use when he is overstimulated, distracted, or needs time "alone," or when he has a task he needs to focus carefully upon.
- Planned seating with back to most of the activity in the room when doing seat work. Seating near adult at circle time.
- Modify activities/expectations (e.g., time on task, # of activities, criteria for completion, etc.) to reflect his needs and capabilities, providing for success and challenge. Team (OT/PT, Resource, Parents, etc.) input regarding these expectations is recommended.
- Use a picture sequence card/chart (large for class, small for himself) that outlines his daily schedule, to help him anticipate large transitions. Announcing upcoming transitions and counting down to them is also helpful.
- In lines give him a task or job (carry something, "give yourself a hug"), as well as place him in close proximity to the escorting adult.

### II. Encouragement of Appropriate Behaviors (level 1)

Level 1 Interventions are most effective when child is fairly calm and still responsive to verbal redirection. These interventions often serve to prevent further escalation.

Intervention	Example
1. Frequent verbal cueing to help student understand positive expectations	"I play with kids who share." "I spend time with students who are working."
2. Give ample preparation for upcoming transitions and any changes in plans or routine. Timmy needs to know the routine each day. He likes to be reminded about what is happening next. Giving him helper roles assists in transitions.	"Time to clean up in 5 mins..., 2 mins..."
3. Praise other nearby children who are displaying appropriate behavior.	"_____ and _____ are cleaning quickly. Good job, you will be ready for snack."

4. Frequent descriptive praise of appropriate behavior. "Catch him being good," especially when he is not drawn into others' inappropriate behaviors.	"You're sitting quietly. Good job!" He responds positively to attention and material reinforcers, such as stickers.
5. Use of proximity and attention whenever possible and reasonable to reinforce appropriate behavior.	"I see you working hard on your _____. When you are finished you can put a star on your chart!"
6. Redirecting student towards positive expectation.	"Timmy, what do we do next on your project?"

### III. Decreasing Inappropriate Behaviors

#### A. Limit Setting (level 2)

To be utilized when Timmy is having trouble complying and the previous interventions are not being effective. The use of a firm voice tone and eye contact, coupled with time for him to comply will make these techniques the most effective.

Intervention	Example
1. Clear nonverbal cueing to assist in conjunction with short, simple verbal phrases, in close proximity.	Hand signal, facial expression and/or eye contact. Use for positives as often as possible. "We are quietly putting blocks away."
2. Directives are given in the form of a choice (promotes child's need for autonomy), using a firm, but gentle voice. (Precision Requests are helpful here.)	"You can sit near me and listen to the story quietly and put a star on your chart or you can take a quiet minute and try again in a few minutes." Counting is also sometimes effective. "You have until 4 to make a choice."
3. Clear limits are set by clarifying positive and negative consequences, in firm voice. (Give space and time to comply.)	"Timmy, sit with us quietly or take a quiet minute. Show me what you are going to do."

#### B. Time Out (level 3)

The child has become very escalated, and is very angry and disruptive to classroom work. Tends to display more noncompliant, aggressive, and loud voice tone. At this time, the child is unable to respond effectively to redirection and choices. It may be necessary to send the child to Time Out to assist him in regaining control of his feelings and behaviors.

Intervention	Example
1. Clear limits are set regarding when Time Out will be used. Avoid giving too much attention when he is angry. (Give him a minute to comply.)	"You need to calm down and quiet down or you will need to take a Time Out. Can you take a quiet minute now or do you need to go to Time Out?" "That's great, you will earn extra stars for that."
2. A clear warning is given to comply or he will need to take a Time Out. Give clear but concise + and - choices. (Give him a minute to comply.)	"That is your second warning. You have made the choice to go to Time Out now for 5 minutes."

Redirect attention of class and reinforce other children for appropriate behaviors during this time.

- |   |   |
|---|---|
| 3. If Timmy is unable or unwilling to take a 5-minute Time Out in the class, the teacher will call the office and ask for assistance in taking him to the next class to do his Time Out there. An “on call” team has been set up to help a teacher in need. | Staff will be neutral and give minimal attention to Timmy. He can return to class after 5 minutes of calm and quiet sitting. He will be welcomed back to class.                                   |
| 4. Once Timmy returns to the classroom, we consider it a “clean slate” and do not rub his nose in his mistake.  | “I can see that you are calm now. Let’s try again. I know you can do it! What do you need to do now to earn a star?” “Good for you. You are really learning to help others and control yourself.” |

Child will return to class and resume activities as long as he is in control and responsive to adult redirection.

## IV. Plan for Involving Parents

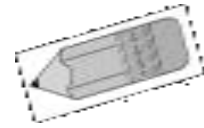
1. Parents will be called to report any successes he has in managing his behavior.
2. Star charts and/or notes will be sent home to parents which tell them which positive behaviors received stars. They will reward him for obtaining a certain number of stars each day. For example, 4 stars = extra reading time with Mom; 8 stars = friend over after school; 8 stars = small prize; etc.
3. If Timmy has a bad day, teacher will call him in the evening to reassure him that things will go better the next day.
4. Parents will be encouraged to support Timmy’s successes and to avoid focusing on and talking about his mistakes (Time Outs) at school. Misbehavior at school will be handled at school and it will not be necessary for parents to enforce additional punishment.
5. Meetings with parents will be set up to foster positive collaboration and a consistent plan from home to school.
6. Parents will be invited to participate in planning incentives, participating in field trips, and so forth.

# Sample Behavior Plan Template

for \_\_\_\_\_

Developed by: \_\_\_\_\_

Date: \_\_\_\_\_



This plan is to be created by teachers, therapists or counsellors working directly with a student or parents, and parents in collaboration with each other. This plan should be expanded over the year and then used to develop a transition plan for next year's teachers. Please be as specific as possible with examples.

## I. Preventive Strategies

The following preventive strategies are particularly effective with this student:

For example: seating child near teacher with back to classroom when doing seat work; picture sequence chart on desk that outlines class schedule to help with transitions; allow for opportunities to move around; nonverbal cues and signals.

## II. Encouragement of Appropriate Behaviors

**Targeted Positive Behaviors to Increase.** The following positive behaviors have been targeted for additional support and reinforcement:

For example: hands to own body; concentrating on work; quiet hand up; following teacher's directions; sharing ideas with group; listening to others quietly; reading practice.

**Effective Motivators and Incentives.** The following teaching strategies are effective in motivating this student and increasing his/her prosocial behaviors and academic success:

For example: frequent verbal praise which clearly describes the positive behaviors he/she has accomplished; praising nearby children when he/she is off task; behavior sticker chart which targets positive behaviors which child can earn stickers or coupons for—these are turned in for prizes whenever he/she earns 25; “happy gram” coupons are given for special accomplishments; child likes to earn extra time on computer or chance to be teacher aid—teacher attention is a particularly powerful motivator; child also likes to be a leader of class activities and will work for this privilege.

### **III. Decreasing Inappropriate Behaviors**

**Targeted Negative Behaviors to Decrease.** The following behaviors have already been successfully eliminated:

The following behaviors are receiving some planned consequences in order to decrease their occurrence:

For example: interruptions during class; disengagement in class particularly during large group activities; noncompliance to teacher instructions.

**Effective Strategies for Handling Misbehavior.** The following teaching management strategies are helpful with this student:

For example: clear nonverbal cues and reminders were helpful in redirecting him/her back on task for non disruptive behaviors indicating disengagement; warning of consequences often prevented misbehavior from escalating; warning of Time Out for disruptive behaviors such as refusing to follow directions often stopped misbehavior; Time Out given for hitting immediately; Time Out consisted of chair in corner of room for 5 minutes; if he/she couldn't sit in chair, office was called and he/she went to classroom next door for 5-minute Time Out; loss of computer privileges if he/she had 2 or more Time Outs in one day.

#### **IV. Parent and Teacher Insights about the Student's Temperament & Interests–Tips for Connecting**

For example: Interests–collecting baseball cards, ballet, etc. Temperament–likes hugs, squirms a lot and avoids eye contact but absorbs information readily, anxious about new events and sharing self, hates writing but computer helps; Family–has pet dog Ruffie, adjusting to divorce.

## **V. Plan for Collaborating with Parents:**

The parents would like to be involved in supporting their child's success in school and agreed that the following approaches would be mutually supportive:

For example: behavior sticker chart of positive behaviors sent home each day—child will trade these in for additional incentives from parents; parents will be supportive, positive and hopeful with their child—they will focus on his successes; discipline plan was agreed to by parents and they will avoid punishing bad days at school—as discipline would be administered at the time of misbehavior by teacher at school; telephone calls will be made to mother to tell her of positive behaviors; mother would like to participate in field trips or reading sessions in classroom; mother can help with transitions if this is a problem; parents suggested incentives which they have found motivating for their child; teachers and parents will try to communicate weekly by note, voice mail or e-mail.

Plan discussed and agreed upon (date): \_\_\_\_\_

Plan to be re-evaluated (date): \_\_\_\_\_