

## Behavior Intervention Plan

- **Individual**

**Name:** Jet

**Age:** 4 years and 6 months

**Setting:** Early Childhood Education/ Preschool Facility- extended day; 8:00 am-5:30 pm.

- **Target Behavior**

Jet throws himself on the floor screaming and crying, when transitions occur and he is not allowed to do what he wants, i.e. go in the front of the line, go outside, play Legos, turn off the lights when leaving the classroom, carry supplies for the teacher, etc.

- **Function of Behavior –**

Jet tantrums in order to avoid or escape transitioning to the next activity.

Through direct observation, the Motivation Assessment Scale (MAS) and the Functional Analysis Screening Tool (FAST) completed by Miss Wentz *Jet* hypothetically engages in *a tantrum* to escape and avoid transitions into a new activity. Settings or situations in which the target behavior is most likely to occur includes cleaning up after free play, getting dressed to go outside and lining up to come inside or move to a different area of the building or classroom.

- **Baseline of Target Behavior**

Jet transitions from activity to a new activity with at least one eruption or meltdown every day with a frequency of 3 hours, with a duration of 5-25 minutes at a time.

- **Replacement Behavior**

Jet will ask for more time to play or work on his current activity when it is time to transition in order to escape/ avoid transitioning to the next activity.

- **Intervention Plan (Including Positive Behavioral Supports)**

Jet will be asked to come to the classroom teacher and ask for three more minutes to play when it is time to transition. Jet will be allowed a few extra minutes before cleaning up. When Jet transitions without having to ask for extra time he will record that he has made a good transition by circling a fun character on a transition tracking sheet. When Jet has made 10 good transitions without needing extra time to play, he will be given a reinforcement of 10 extra minutes to play Legos.

As time goes on Jet will begin to understand and prepare for when the transition is coming without being told. Jet will move from asking and receiving extra time to play when it is time to transitions to asking for one more minute to only asking for more time during favorable activities and eventually not having to ask more time to play.

Every time Jet makes a good transition, it will be noted on a behavior tracker that will go home at the end of the afternoon to show mom and dad where we may need to do more talking about a specific transient at home.

Example: If good transitions are not happening before snack, mom and dad may want to talk to Jet at home and say "You know that sometimes when we are hungry it makes us kind of cranky, you need to remember that when you are upset before snack it may be because you are hungry and that is not your fault. Can you remember to tell yourself it is not your fault and that as soon as we are cleaned up you can have snack and put the 'crankies' away?"

A visual schedule for the day in both a classroom size and a pocket size that Jet can wear on a keychain around his neck will be implemented to prepare Jet for what is coming next and remind him that a transition will be coming soon.

The classroom teacher will be in charge of giving Jet a 5 minute then 2 minute warning before being asked to clean up and move on, in which he will then ask for a few more minutes to continue in the current activity.

We will primarily be using a method of praise and acknowledgment for Jet when he asks for more time in a calm tone instead of throwing a tantrum. Example, after Jet asks "can I please have some more time to play?" The teacher will respond with, "Wow thank you for asking me so calmly and nicely! Yes you may have a few more minutes, but then it is time to clean up and move on."

An additional reinforcement will be put in place for anytime that Jet transitions without needing more time at the previous activity and is able to move on without a tantrum. This will be in the form of a "transitions tracker". When he makes a good transition he will go to his transition tracker and circle a Super Hero character next to the appropriate transition time slot, ex. Jet moves from two person work to snack without needing more time or a tantrum, he will circle Spiderman on his tracker next to a box labeled, "play-to-snack". When Jet has had 10 good transitions he will be allowed 10 minutes to play Legos during a lesson time.

- **Consequence for "Extreme" Behavior**

If Jet cannot perform the replacement behavior of asking for more time and instead chooses to throw a tantrum, he will be escorted from any unsafe or open areas where he may be disrupting the learning of other children until he can calm himself and work through his emotions.

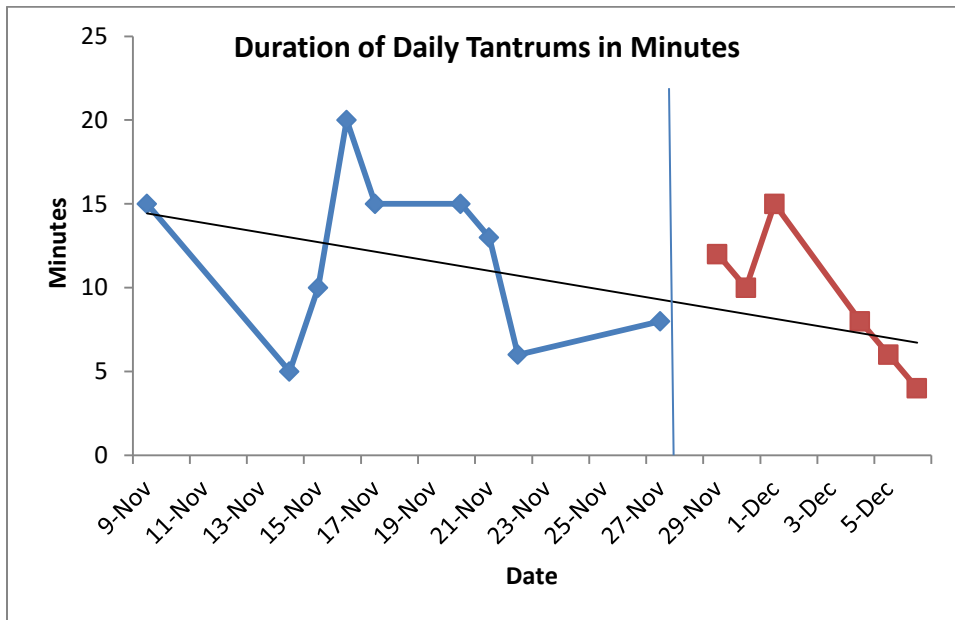
If Jet becomes unsafe with himself or tries to harm other children in his anger, he will be escorted out of the room and put into a safe place where he can calm down. When he is calm he will talk through his emotions of why he was upset and what he needs to remember to do in this time of frustration.

- **Data Collection Method**

Data on Jets tantrums will be collected by any classroom teacher. The Data will determine the frequency and duration of a tantrum ignited by a transition time. Data collection will show when a tantrum happens and for

how long it will last. Data will be collected daily for the first month of the intervention and later faded to 3 times a week.

- **Graph of Data**



- **Recommendations for further Plan Adjustment**

In the event that the replacement behavior is causing problems for the other students or is not showing enough success, we may adjust the replacement behavior to an escape to a safe place. When Jet wants to run away from the situation or is upset he may go into a tent or cozy corner where he cannot see the other students until he is able to self-regulate and transition. He will ask for permission to walk to the safe space and calm down until he is ready.

- **Date for Plan Review**

The plan will be reviewed on **May 29<sup>th</sup>, 2017**.