

Behavior Intervention Plan – John

Antecedent Strategies:

Contingency Contract

- States, “I, John, will follow directions and use an inside voice. When I earn ___+’s, I will earn: _____.” John traces his name and what his highly preferred reinforce will be (usually earns iPad).
- John can earn plusses or minuses in the boxes below. Each box is equivalent to a ten minute interval (a timer goes off every 10 minutes, signaling John to record +/-). During the interval, John has demands placed on him (writing, peer play, etc.), in which he must comply, and he must not raise his voice above a conversational level, unless it is appropriate to do so (playing Uno and yelling, “Uno!” when he has one card left.). Provide praise for John recording accurately and/or for getting a +. He independently records when timer goes off.
- Typically, John wants to earn the iPad at the end of his contract, and needs to earn 6 out of 6 +s in order to earn it. Thus, John has to not yell, and follow every direction for a 60 minute time period in order to earn his reinforcement (iPad).
- If John earns his iPad, he gets to watch for 10 minutes, and then begins the contract all over again, to earn another opportunity to watch the iPad. It is vital to follow through with the reinforcement of he earns it, and to withhold if he does not meet the criteria explained. This contract can be modified to incorporate any behavior, such as saying, “I will follow directions, use an inside voice and have safe hands.”

*Note: Previously, John needed to just earn 6 plusses, and would earn minuses and then request to have more boxes added. He learned quickly he only needed 6 plusses, and it didn’t matter how many opportunities it took. Additionally, when we modified so that he needed to earn at least 5 out of 6 plusses, he would always earn 5 out of 6 plusses. Thus, we changed it to needing to have 6 out of 6 plusses (no adding boxes). Since this intervention, John has consistently earned the iPad during ABA sessions.

Other Antecedent Strategies:

- Provide clear expectations and contingencies (i.e.: “First read the page and answer the questions, then you can look at a book or play with Legos” or “Complete the math page then raise your hand. Remember following directions means to have safe hands and a calm voice.”)
- Minimize down time and have activities for John to engage with when he has completed work or is waiting
- Use timers for activities with time limits or time expectations
- Provide higher levels of attention and authentic reinforcement when John is engaging appropriately in activities and using appropriate language/phrases.

Behavior Intervention Plan:

Behaviors of Concern

Self-Stimulatory (Hands) <ul style="list-style-type: none">• Non-social (Sensory)	Any instance in which John moves his hands by opening and closing them, rubbing his fingers together, or turning or spinning an object.
Self-Stimulatory (Mouth) <ul style="list-style-type: none">• Non-social (Sensory)	Any instance in which John rubs his teeth together to create a tapping or clicking sound.
Disruption <ul style="list-style-type: none">• Escape• Attention• Access to tangible	Any instance in which John damages materials, swipes materials, climbs on the table, draws on the wall, knocks over furniture, throwing electronics, touching electronics which are not his, any time John yells louder than typical conversation level.
Inappropriate Comments <ul style="list-style-type: none">• Attention• Non-social	Any instance in which John makes a comment that is inappropriate. Ex: I want to hurt you, I want to cut off dog's head.
Aggression <ul style="list-style-type: none">• Access to tangible• Attention	Any instance in which John pinches another person by putting his two fingers around another person's skin and squeezing.

Self-Stimulatory (Hands)

- Ignore, and attempt to engage him with an activity
- Do NOT block or attempt to stop the behavior

Self-Stimulatory (Mouth)

- Ignore, and attempt to engage him with an activity
- Do NOT block or attempt to stop the behavior

Disruption

- Follow through with original demand using least to most prompting
- Block any instance of disruption, when possible, and re-direct to a more appropriate
- Do NOT acknowledge the behavior occurring, and do not interact verbally with John if he begins to comment on his behavior.

Inappropriate Comments

- Ignore, and verbally re-direct to some other activity, action, object that John can engage with.

Aggression

- Block and ignore the aggression, as if it's not even occurring. Also ignore any comments John makes about his aggressive behavior. Re-direct John to a more appropriate activity that he can engage with. Provide attention after John is engaged safely in an activity.