

## FUNCTIONAL BEHAVIORAL ASSESSMENT

1. Define the target behavior.

Below

2. What is the consequence for the behavior?

Teacher yells at Jackson to sit down. Jackson gets attention from the teacher.

3. What is the antecedent?

Bored, distracted, not interested.

4. What is the function of the behavior?

Below

## Behavior Intervention Plan

**Background:** Jackson has autism and his IEP states that he need a paraprofessional or an aid with him throughout the day. He is in second grade.

**Target Behavior:** Jackson is always getting up from his desk area without permission during random times throughout the class period without permission. When Jackson get up he touches objects, makes noise, or talks to other students

**Function of Behavior:** Through observation, Jackson is unable to pay attention, gets distracted, and is bored easily. The target behavior described, is most likely to occur when Jackson is not interested in what is going on and wants attention. He likes sensory materials and that is why he is always getting up to touch objects.

**Replacement Behavior:** If he needs to get up from his chair, he can get up for purposeful reasons (getting tissues, going to the bathroom) – break pass from the teacher to get up.

Jackson needs to raise his hand in class to stay focused and obtain information.

**Intervention plan:** Jackson has a para with him throughout the day, because of his autism. If Jackson gets distracted he can hold a stress ball in his hand, and squeeze it or play with the ball, as long as he is paying attention. Ball gets taken away if it gets distracting. Also, when he gets

distracted and needs to refocus, he can go in the hallway for however long he needs for a brain break (para will take him there, or teacher will ask him to leave for his break). The para will make sure Jackson gets his brain breaks and make sure that certain consequences are practiced. The teacher will do brain breaks with the whole class as well. This way, the teacher is not calling out on Jackson, and the whole class can have a break as well. Teaching Jackson appropriate ways to ask if he can get up is important (such as teaching Jackson to raise his hand if he needs to get up).

**Consequences (Positive, Negative, and Extreme):**

**Positive:**

- Earning a sticker when he stays seated for ten minutes.
- Getting praise for listening
- Seat of choice
- Keep track of how many points Jackson earns throughout the day, if he reaches seven good points, he can pick his activity of choice during free time. The teacher is keeping track of points by seeing how many times Jackson gets up from his chair. The less times Jackson gets up, the more points during the class period.

**Negative:**

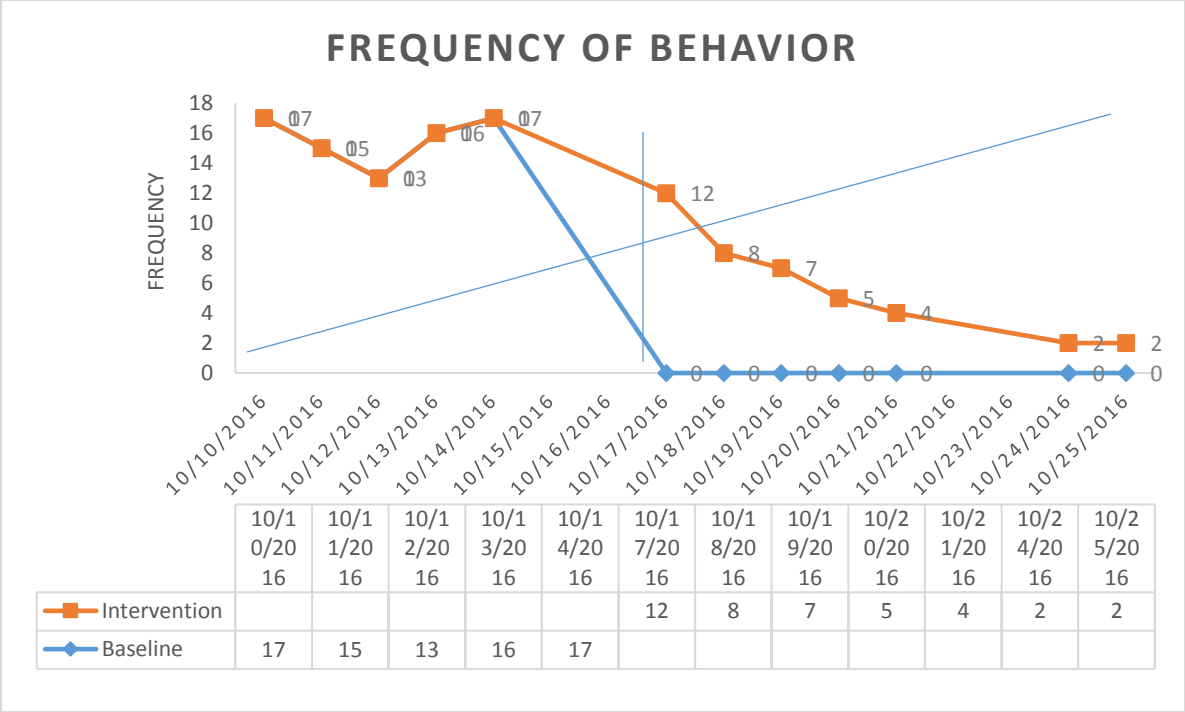
- Loses free time.
- Para takes Jackson into the hallway

**Extreme:** If Jackson were to act out violently, the entire class needs to leave the room and the para will stay in the classroom with Jackson until he calms down.

**Data Collection Method:** Frequency data collected by the special education teacher.

**Recommendations for plan adjustment:**

If this Behavior Intervention Plan fails, Jackson will have to keep track of how many times he gets out of chair, to remind himself to stay focused. Adjustments will be made based on the following: Different brain breaks such as breathing exercises, a run around the gym/outside, or less positive consequences.



\*\*Note: The orange line is overlapping the blue line in early dates, I tried to fix it to one line, but it wouldn't let me.

- Plan review date:  
01/06/2017