

# Behavior Intervention Plan

## Abby Hintz

- **Individual**
  - **Name:** Bob John
  - **Age:** 14
  - **Setting:** Bike Ride with me (Pride Staff) for two hours
- **Target Behavior**
  - While on the bike ride with staff, Bob may make frustration noises or hit himself in the face throughout the duration of the bike ride. Frustration noises include: yelling, swearing, gasping, or shouting "hot dog".
- **Function of Behavior**
  - Throughout the informal interviews, the FAST questionnaire, and during time spent with staff, Bob has expressed his frustration happens when he becomes tired, is hot, wind, rain, is scared by a dog, or staff does not let him talk about "pain". The team has decided that Bob's descriptions and the results from the questionnaire line up with to create a hypothesis for behavior function of sensory.
- **Baseline of Target Behavior**
  - 5/23: Bike ride duration: 1 hour,
    - 2 times of frustration each lasting 3 minutes
  - 5/25: Bike ride duration: 2 hours
    - Frustration: 4 times (1: 3.26 min, 2: 5.1 min, 3: 1.2 min, 4: 3.1 min)
  - 5/27: Bike ride duration 45 min
    - Frustration 2 times (1: 6 min, 2: 20.32 minutes)
  - 5/30: Bike ride duration 2 hour and 30 minutes
    - Frustration 3 times (1: 22.5 minutes, 2: 14.2 min, 3: 0.9 min, 4: 15.6 min)
- **Replacement Behavior**
  - When Bob starts to feel upset, he will begin a calm down strategy including: asking staff to take a break, take off or add layers of clothing depending on his current body temperature, get a drink of water, or ask for help from staff to think of calm down strategies. Bob's frustration will be recognized by himself within 1 minute and he will begin one of the stated calm down strategies.
- **Intervention Plan (Including Positive Behavioral Supports)**
  - Support: In order to promote the replacement behavior, the team will
    - First discuss with Bob the possible calm down techniques that are preferred and why he should behave in the desired way.
    - The team will use short and simple sentences to explain to Bob what is expected. For example, say, "Bob, do not make frustration noises because they are not safe or appropriate. Instead, do this..."
    - In the beginning, staff will also show Bob how to carry out the desired behaviors. For example, if Bob is hot, staff may also take off his or her sweatshirt to signify to

- Bob that he should do the same. As staff performs the action, they should also be explaining what and why they are doing so.
- Bob will continue to ask staff what behaviors he should do instead of making frustration noises, and staff's response should include a specific reason why as well as a replacement behavior that is safe and appropriate.
  - Additional Support
    - While on the bike ride, staff should ask Bob on a varied interval schedule (not every five minutes, but within every 20 minutes) if he needs a break. If he says no, create a conversation with Bob about what he should do when the time comes that he does need a break.
    - Use positive reinforcement with Bob as he uses the desired calm down strategies. Again, let him know why his behaviors are good. Bob responds great to conversations explaining why he should or should not do a behavior
  - Communication
    - At the end of each shift, communicate with parents by giving specific examples of what strategies Bob used while on the bike ride.
    - If time allows to collect data, inform parents how many times Bob used both positive and negative responses to frustration.
  - Supervision
    - Supervision of the plan will be carried out by the staff on the bike ride with Bob. The data will be reported to the supervisor.
    - The supervisors duties will be to keep an eye on the intervention to see progress, reach out to staff to create a line of communication, and check in on parents once a week to see their response to the interventions at home.
  - Reinforcement
    - Multiple types of reinforcement will be used throughout this plan.
    - First, positive verbal encouragement will be used continually throughout each bike ride to create a positive and encouraging atmosphere for Bob while also creating an environment for communication between staff and Bob.
    - For physical reinforcement, the plan will begin with fixed reinforcement given at the end of each shift where Bob uses the desired replacement behavior 80% of the time. The physical reinforcement may look like: an extra piece of candy at home, extra technology time, or an additional bike ride with family after staff leaves.
    - **Reinforcement will NOT be given by staff, but instead the family. Staff will ask both parents and Bob himself if the reinforcement suggested by the team was given, however with the in-home nature of this plan, the family will carry out the reinforcement and report to staff.**
    - After two weeks of 80% replacement behavior, the reinforcement schedule will shift to a varied interval where the physical reinforcement is not given every time the goal is achieved. This will help to promote generalization of the desired replacement behavior.

- The varied interval schedule will continue until Bob has reached two weeks of 80% replacement behaviors consecutively.
- Remember, positive verbal reinforcement should be used on a constant basis to create a positive environment for Bob!

● **Consequence for “Extreme” Behavior**

- Bob has had times during intense frustration where he hits his head or stomach aggressively with his hands or other objects. Staff should be aware of these behaviors!
- If Bob does so, refer to his safety plan which includes:
  - Using a least restrictive hold if necessary, to keep Bob safe
  - Call Dad immediately if Bob harms himself
  - Use a quiet and calm voice to encourage Bob to breathe and try to calm down.
- If Bob has an extreme behavior, do not tell him immediately (wait until at least 20 minutes have passed since behavior has stopped) that he has lost his reinforcement/reward for the day.
- When you do inform Bob that the reinforcement has been lost, remember to encourage him that tomorrow is a new day and he can achieve his goal tomorrow.
- Also remember to create a dialogue with Bob about why we should be safe and why harming ourselves is NOT okay.

● **Data Collection Method**

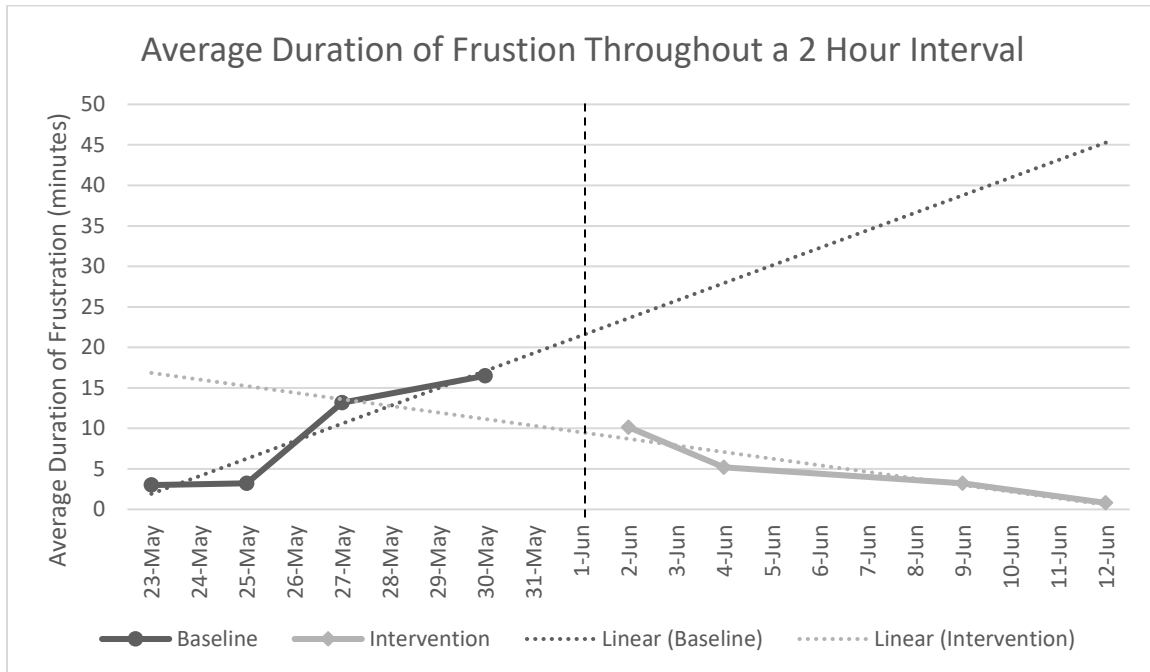
- While on the bike ride, staff will use a Fitbit to track, time of bike ride, miles gone, and will hit the lap button each time Bob makes a frustration noise. This way, staff and family can see the time between noises and how long/ how far Bob can usually go before frustration happens consistently.
- As the plan continues to develop and Bob uses a mixture of desired calm down strategies and target behaviors, Staff can carry a small notebook or use the notes app on their cell phone to tally how many times each calm down strategy or target behavior was used. This may look like:

○ Target Behaviors	○ Replacement Behaviors
○ Yells swear words IIII	○ Asks for a break IIII
○ Hits or slaps his head IIII	○ Stops to get a drink of water III
○ Growls IIII	○ Removes or adds appropriate layers of clothing IIII

● **Graph of Data**

- The following graph highlights the baseline data that Bob had when looking at some of the data collected by staff. The graph shows the average duration of frustration incidents that happened on a given day. The two separate lines show the difference between the baseline data before the intervention, and then the data after the intervention had begun. As clearly shown in the graph, the intervention significantly helped Bob manage the duration of his frustrations.

- In this case, a negative trend line is a good sign because that signifies that Bob is managing his sensory frustrations. More charts should be created to highlight which replacement behaviors have had the most significant impact on the intervention, but that data is yet to be conclusive.
- Also, this graph highlights the first week and a half of intervention, so some regression should be expected as Bob moves from the fixed interval schedule to the variable. Right now he has been physically reinforced after each good day.



- **Recommendations for further Plan Adjustment**
  - Since Bob has already made significant improvements, it may be expected that the plan will need to be adjusted to best suit his needs.
  - Before any adjustments do occur however, data should be collected once the interval schedule is switched to a variable schedule instead of a fixed schedule. The team expects for their to be a regression once Bob has become accustomed to the reinforcement type.
  - If a regression does occur, the plan will be to keep this schedule for four weeks. If significant improvement or major event occurs, readjustments may occur. Possible readjustments may include, switching the type of reinforcement, increasing staff encouraged breaks, or a change up in staff if need be. Bob may also have some suggestions of what would work best for him. The team should remember to include Bob throughout this intervention.
  - Also, communication will be key between the family and staff, and so keep an open line of communication throughout the whole intervention process!
- **Date for Plan Review**
  - August 1<sup>st</sup>, 2020