Behavior Intervention Plan
RMS

Name: Stu Dent | **DOB:** 05/05/2015 | **Age:** 11 yrs, 5 mos | **Date of Report:** 10/23/2026

Grade: 5th | **School:** RMS | **Teacher:** Emily Smith | **Evaluators:** Eric Koestner, Sara Brown

Parents: Michael Dent, Mary Dent

Purpose
The purpose of this plan is to implement a proactive system of supports and strategies that will help decrease inappropriate behaviors while systematically teaching and reinforcing functional, alternative behaviors.

Target Behaviors

1. **Elopement:** Leaving a designated supervised area without permission. This includes walking, wandering, or sudden rapid movement (bolting) out of visual range or beyond safe boundaries. The episode ends when Stu returns to the designated area and complies with supervision.
   Example: Sprinting down the hallway, or wandering out of the classroom during a lesson.
   Non-Example: Walking to the bathroom with a valid hall pass.
2. **Environmental Disruption:** Any instance of throwing safe items, overturning furniture without breaking it, or making a mess (e.g., sweeping items off a desk) that does not result in permanent damage but requires cleanup. The behavior ends when the disruption stops for 1 minute.
   Example: Sweeping all items off a desk onto the floor.
   Non-Example: Dropping a paper by mistake.
3. **Non-Compliance:** Failure to initiate a response to a direct, clear staff directive or assigned instructional task (e.g., beginning a worksheet, putting materials away, or lining up) within 10 seconds, accompanied by passive refusal such as placing his head down or pushing work materials aside. The episode ends when Stu initiates the requested directive or task.
   Example: Placing his head down on the desk for more than 10 seconds after being instructed to begin a writing worksheet.
   Non-Example: Pausing briefly to select an icon on his AAC device or requesting assistance before starting a task.

Additional Behavioral Concerns
These behaviors were noted by the team but are not the primary focus of this Behavior Intervention Plan.

- Screaming
- Out-of-Seat Behavior

Student Interests & Motivators
- Preferred activities or items
- Technology or screen time
- Tangible rewards (prizes, stickers, or points)
- Breaks from non-preferred tasks

Hypothesis Statement
Data gathered from systematic direct observations, student interview input, completed Behavior Function Questionnaires, and team and family reports provides the basis for the following behavioral hypotheses for Stu:

- Current findings suggest that elopement is maintained by gaining access to preferred items or activities. This behavior is associated with the denial of those items or activities as well as transitions between routines. When these episodes occur, staff typically respond with verbal redirection.

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- In situations involving peer interactions or periods of low attention, assessment data suggests that environmental disruption functions to gain social attention, commonly drawing reactions from peers.
- Observations indicate that non-compliance serves the function of escaping or avoiding non-preferred tasks or situations. Incidents are typically preceded by academic task demands. When such instances arise, staff frequently respond with verbal redirection, though episodes ultimately result in task escape or delay.

Functional Alternative Behaviors
To address elopement maintained by gaining access to preferred items or activities, Stu will receive direct instruction and reinforcement to appropriately request desired items or a turn with an activity, alongside structured support to demonstrate increased tolerance when access is delayed or denied.

In order to decrease environmental disruption maintained by obtaining social attention, Stu will receive targeted instruction in engaging in appropriate attention-recruiting behaviors and initiating positive peer or adult interactions. Additionally, guided modeling will help him demonstrate tolerance for waiting when adult or peer attention is unavailable or divided.

Because non-compliance serves the purpose of escaping or avoiding non-preferred demands, tasks, or environments, intervention will focus on teaching Stu to appropriately request a break or assistance, alongside structured support in demonstrating increased tolerance for those tasks or activities and sustained task engagement.

Current Baseline

Behavior	Avg. Rate per Hour	Avg. Duration per Hour
Elopement	-	4m 24s
Environmental Disruption	1.29	-
Non-Compliance	0.86	6m 48s

SMART Goals
Goal 1: By 10/23/2027, when Stu is denied access to a preferred item or activity during school routines, he will accept the response or request a later turn using an accessible communication method (e.g., AAC, picture card, or gesture) instead of engaging in elopement, across 80% of opportunities for 3 consecutive weeks, as measured by documented data collection.

Goal 2: By 10/23/2027, when Stu is participating in peer activities or social routines in school settings, he will use an accessible communication method (e.g., AAC, picture card, or appropriate gesture) to gain attention instead of engaging in environmental disruption, across 4 out of 5 observed instances for 4 consecutive weeks, as measured by documented data collection.

Goal 3: By 10/23/2027, when Stu is presented with a demand or academic task during school routines, he will independently signal for a break or assistance using an accessible communication method (e.g., AAC, visual card, or gesture) instead of engaging in non-compliance, with 80% independence for 10 consecutive school days, as measured by documented data collection.

Proactive and Teaching Strategies

Function: Tangible
Behavior addressed: Elopement

- Implement a visual timer to clearly indicate the duration of access to preferred items, allowing Stu to anticipate the end of an activity.
- Ensure that highly preferred items or activities are only accessible when earned through the behavior plan.

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- During structured practice trials, directly teach and practice accepting "no" or "not right now" (e.g., nodding, using an appropriate communication response, or selecting an available alternative), providing immediate reinforcement when Stu responds without target behavior.

Function: Attention
Behavior addressed: Environmental Disruption

- Provide Stu with frequent, brief, behavior-specific praise and positive check-ins when on-task or meeting expectations, maintaining a high ratio of positive interactions to corrections to reduce attention-maintained behavior.
- Directly teach and practice appropriate ways to request attention, such as using AAC, presenting an "I need attention" card, or raising a hand.
- Teach Stu to use an AAC message, visual cue, or gesture to request acknowledgement for accomplishments.
- Incorporate Stu's interests into academic tasks to increase motivation and reduce the likelihood of attention-maintained behavior.

Function: Escape
Behavior addressed: Non-Compliance

- Chunk assignments into smaller segments with clear start and end points. Provide reinforcement after the completion of each chunk.
- Use a timer to schedule brief, predictable breaks after sustained effort (e.g., a brief break after short work intervals, adjusted to Stu's current tolerance) so Stu knows a break is coming up.
- Directly teach and practice requesting a break using an accessible communication method (e.g., visual card, AAC, or gesture). Honor the request immediately at first, then gradually increase the time before the break is granted.
- Ensure the work is not too difficult or too easy. Consult with relevant professionals to confirm the task is at the appropriate instructional level.

Visual & Token Supports
Behavior addressed: Elopement

- Implement a Paired Visual System (First-Then + Token Board): Combine these strategies to build endurance. Use the First-Then board to establish the contingency (e.g., "First earn tokens, then earn a preferred activity."), and use the Token Board to track progress toward earning the preferred item or activity. This clarifies both the sequence of events and the expectations required.

Behavior addressed: Environmental Disruption

- Use a First-Then board (e.g., "First Safe Body, Then Preferred Peer Time.") to visually show when attention will be available. This reassures Stu that meeting expectations leads directly to positive interaction.

Environmental & Setting-Specific Supports

- **Classroom & ELA Writing Block:** Advance transition warnings, chunked assignments, and scheduled check-ins.
- **Resource Room:** Advance transition warnings and structured choices.
- **Science Class:** Structured choices, preferential seating, and sensory accommodations.
- **Cafeteria & Recess:** Advance transition warnings, a visual timer, and structured choices.

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Consequence / Reactive Strategies

NOTE ON BEHAVIORAL ESCALATION (EXTINCTION):

When implementing consequence strategies that involve withholding social attention or access to items, an 'extinction burst' may occur. This is a temporary increase in the frequency, intensity, or duration of the behavior as Stu tests the new boundary. Staff must remain consistent during this phase to support the effectiveness of the intervention and avoid inadvertently reinforcing escalation. If safety becomes an immediate concern, defer to the Crisis Intervention Plan.

Standard Safety Protocol:

For any behavior that escalates to a level that poses an imminent danger to self or others, staff must immediately defer to the student's specific Crisis Intervention Plan developed by the team and follow district or agency safety policies. This Behavior Intervention Plan focuses on prevention and skill-building. It does not authorize or instruct on the use of physical management, restraint, or seclusion.

Function: Tangible
Behavior addressed: Elopement

- If behavior occurs to gain an item, do not provide the item. Proactively move the item out of reach before Stu accesses it. If Stu has already grabbed the item, do not physically pry it from his hands; redirect to an alternative activity instead.
- Avoid arguing, bargaining, or explaining why an item is unavailable. State the expectation once in a brief, neutral tone and redirect Stu's focus to an available choice or the next scheduled activity.
- Once the episode has subsided, visually or non-verbally prompt Stu to use his taught replacement communication skill (e.g., requesting the item appropriately if available, or signaling for a later turn).

Function: Attention
Behavior addressed: Environmental Disruption

- When peer-attention-maintained behavior occurs, minimize peer reactions (e.g., laughing, watching, or commenting) by neutrally redirecting peers to their activity while prompting Stu's replacement skill.
- When the behavior begins, neutrally prompt Stu visually or non-verbally to use his taught replacement communication or social initiation skill to gain attention appropriately.
- If you cannot respond immediately, use a visual cue (e.g., a 'wait' card) to signal that attention will be provided soon.

Function: Escape
Behavior addressed: Non-Compliance

- At the earliest sign of task resistance or refusal (and before escalation), give a brief visual or non-verbal cue for Stu to request a break or help using his taught communication strategy. Honor appropriate requests promptly at first.
- Immediately after giving an initial instruction, pause silently for 5-10 seconds without repeating the direction, hovering, or engaging in discussion, looking toward the task materials to reduce social pressure while Stu processes.
- If Stu is stuck, offer to do the first problem together to help him get started.

Visual & Token Supports
Behavior addressed: Elopement

- If target behavior occurs, immediately pause the opportunity to earn tokens or stop the timer. Do not remove previously earned tokens.
- Use Non-Verbal Visual Redirection: When behavior escalates, point to the Token Board or First-Then visual without speaking to visually remind Stu of the upcoming preferred activity or reinforcer. This minimizes verbal back-and-forth and escalation while keeping focus on the expected behavior.

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Behavior addressed: Environmental Disruption

- Prompt With the First-Then Visual: If behavior begins to escalate, silently point to the First-Then board rather than delivering verbal reminders, keeping focus on the expected behavior and upcoming preferred activity without verbal back-and-forth.

Crisis Intervention Plan

Stu's Response	Adult's Response
Elopement	Maintain visual supervision from a safe distance without chasing, alert hallway or office support per building elopement protocol, block exits to unsafe areas (e.g., parking lot or stairwells), and use non-verbal visual redirection back to the designated safe area.
Environmental Disruption	Ensure peer safety by creating space around the work area, remove nearby breakable or throwable materials without verbal back-and-forth, and wait until Stu demonstrates a safe body before prompting cleanup or task resumption.
Non-Compliance	Avoid physical prompting or repeated verbal demands. Maintain a neutral posture, provide 5 to 10 seconds of wait time, and follow building escalation procedures only if the episode transitions into unsafe actions.

**If there is a medical or safety emergency, immediately follow the district's or agency's safety protocols.*

Monitoring & Implementation Plan

Data will be reviewed frequently to determine if the implemented strategies are effectively decreasing the behaviors of concern and increasing appropriate replacement skills. Immediately notify the case manager or supervisor if data indicates an escalation in behavioral intensity or if unsafe situations occur, as this Behavior Intervention Plan may require immediate revision. **Safety Note:** Data collection must never interfere with the immediate physical safety of the student, staff, or peers.

Elopement - Duration:

- Record the duration (length of time) of each behavioral episode.

Environmental Disruption - Frequency:

- Record the frequency (count) of the behavior each day.

Non-Compliance - Frequency & Duration:

- Record both the frequency (count) and duration (length) of each behavioral episode.

Replacement Skills & SMART Goals:

- Record prompted versus independent use of taught replacement communication and tolerance skills across structured opportunities to calculate SMART goal accuracy (% independent).

Review Schedule:
This plan will be reviewed 30 days from implementation by all team members to determine effectiveness.

Implementation & Fidelity:
Staff Responsible: Eric Koestner - BCBA
Training Required: Initial 30-minute training with the general education teacher, special education teacher, RBT, and paraprofessional prior to implementation, including modeling of interventions.
Fidelity Check Frequency: The BCBA will conduct a 15-minute in-classroom fidelity check once a week for the first month. Once staff achieve 90% implementation accuracy across two consecutive weeks, fidelity checks will fade to once a month.

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Transition / Discharge Plan
Systematic fading of 1:1 visual and token prompting will begin once Stu maintains 0 minutes of elopement and at least an 80% reduction from baseline (or no more than 1 brief instance per week) in environmental disruption and non-compliance across 10 consecutive school days. During this same period, he should demonstrate at least 80% independent replacement communication as measured by daily staff data collection.

The success of this Behavior Intervention Plan relies on consistent implementation across all environments. Thank you to the entire team for your collaboration in supporting Stu. Please reach out with any questions or concerns regarding this plan.

Eric Koestner

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