BEHAVIOR INTERVENTION PLAN — AT A GLANCE | RMS

CONFIDENTIAL QUICK REFERENCE

Student: Stu Dent | **Grade:** 5th | **School:** RMS | **Teacher:** Emily Smith | **Plan Contact:** Eric Koestner, Sara Brown | **Date:** 10/23/2026

MOTIVATORS & SUPPORTIVE CONTEXTS

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

Highest Success During: Preferred activities • Small group activities • One-on-one attention • Structured time

EARLY WARNING SIGNS (PRECURSORS)

Fidgeting • Increased vocal volume • Glazed look • Crying • Whining • Task refusal • Pacing *(Use Prevention & Visuals immediately here)*

TARGET BEHAVIOR & FUNCTION	1. PREVENT (BEFORE BEHAVIOR)	2. TEACH / PROMPT (SKILL)	3. RESPOND (IF BEHAVIOR OCCURS)
1. Elopement TANGIBLE Leaving a supervised area without permission (walking, wandering, or bolting beyond safe boundaries) until returning to supervision. **Preceded by:** Denied Access (Item or Activity), Transition, Low Attention	• Use a visual timer to signal when a preferred activity will end. • Reserve high-value items strictly for reinforcement contingencies. • Use a Paired First-Then + Token Board to show expectations and earned preferred activity.	• Appropriately request desired items or a turn with an activity. • Demonstrate increased tolerance when access to preferred items or activities is delayed or denied. • **Target Goal:** When denied access during school routines, Stu will use AAC, a picture card, or a gesture to accept or request a later turn in 80% of opportunities (3 wks).	• Secure the environment to prevent access to the item (without physical struggle). • Redirect focus rather than engaging in verbal debate or negotiation. • Visually prompt Stu to use his AAC device or visual support to request the item or a later turn. • Pause token earning and the timer during target behavior (never remove earned tokens).
2. Environmental Disruption ATTENTION Throwing safe items, overturning furniture without breaking it, or sweeping items off a desk until stopping for 1 minute. **Preceded by:** Peer Interaction, Low Attention, Denied Access (Item or Activity)	• Provide planned, positive attention throughout the day for appropriate behavior. • Incorporate Stu's interests into academic tasks to increase engagement. • Use a First-Then board to clarify when adult or peer attention will be available.	• Teach Stu to request attention using AAC, a visual card, or a hand raise. • Teach Stu to use AAC, a visual cue, or a gesture to show his work. • **Target Goal:** During peer activities in school settings, Stu will use AAC, a picture card, or a gesture to gain attention in 4 of 5 instances for 4 weeks.	• Minimize peer audience reactions by neutrally redirecting peers to an ongoing activity when disruptive behavior occurs. • Visually redirect Stu to use his AAC device or visual card to gain attention appropriately. • Use a visual cue (e.g., a 'wait' card) to signal that attention will be provided soon.
3. Non-Compliance ESCAPE Not starting a direct staff directive or task within 10 seconds, accompanied by passive refusal (head down or pushing materials aside), until starting the task. **Preceded by:** Demand or Task Presented	• Break down difficult tasks into smaller, more manageable steps. • Offer frequent breaks for sustained effort (e.g., after brief intervals of work). • Modify task difficulty to match instructional level.	• Teach Stu to request a break using a visual card, AAC, or designated gesture. • Demonstrate increased tolerance for non-preferred tasks or activities. • **Target Goal:** Given an academic task during school routines, Stu will use AAC, a visual card, or a gesture to signal for a break or help with 80% independence (10 days).	• Visually prompt Stu to use his AAC device or visual card to request a break or help. • Pause silently for 5–10 seconds after giving a direction without repeating or hovering. • Offer to do the first problem together.

DAILY DATA COLLECTION

- **Elopement:** Duration (Baseline: 4m 24s/hr)
- **Environmental Disruption:** Frequency (Baseline: 1.29/hr)
- **Non-Compliance:** Frequency & Duration (Baseline: 0.86/hr • 6m 48s/hr)
- **Replacement Skills:** Track prompted vs. independent replacement communication (% SMART goal accuracy).

SAFETY & CRISIS PROTOCOL

Maintain visual supervision without chasing during elopement (block unsafe exits and use visual redirection). Clear nearby throwable items and create peer space during disruption. Avoid repeated verbal demands during non-compliance. Follow RMS safety protocols and notify Eric Koestner, BCBA for imminent risk.

SAMPLE