

Jacqui Mainart  
Dr. Sebastian  
Positive Behavior Supports  
1 May 2008

## **Behavior Plan**

### *Target Behavior:*

Garrett has a tendency of frequently getting out of his seat at inappropriate times. The replacement behavior is Garrett will be taught to remain in his seat.

### *Definition of the target behavior:*

Garrett gets out of his seat and wanders around the room.

### *Function of the Behavior (results of the FBA):*

The FBA concluded that the primary reason of Garrett's target behavior is for the attention of adults.

### *Previously Attempted Interventions/Strategies:*

A happy/sad face chart was previously used to try to get Garrett's behavior under control.

### *Other Variables Affecting Behavior:*

Garrett has been diagnosed with ADHD.

Garrett has been placed on three different types of medication. None of them have been successful in helping Garrett with his behavior.

### *Interventions:*

To try to help Garrett's behavior on the antecedent level he will be placed in a seat close to the teacher.

### *Summary of Intervention Plan:*

Since Garrett is only five, the first step to help Garrett with his target behavior is that him, and the rest of the class, will be reminded that during school they have to sit nicely on their bottoms in their chairs. Next, Garrett's plan will include him remaining in his seat during morning paperwork. In order for him to gain his reinforcer, he will need to remain in his seat for different amounts of time.

### *Reinforcer:*

Since Garrett's behavior occurs to gain attention, that is the reinforcer he will be working to gain. During morning paper work, Garrett will be given positive praise for

every three minutes he is able to sit in his chair. If he is praised three times, the teacher can spend two minutes talking to Garrett about the paper he is working on. If he is told this six times, he will get to play a game with the teacher during playtime. A sticker chart will be created to help Garrett visualize how he is doing with remaining in his seat.

*Plan for Generalization:*

Garrett is in a preschool class with six teachers. So, in order to generalize this plan it will be shared with all teachers involved in Garrett's learning. Also, during the day Garrett is involved in different types of activities such as morning circle, lunchtime, and naptime. The plan could be expanded to include these areas.

*Plan for Fading:*

In order to fade Garrett's plan, the time between reinforcement will be lengthened. Instead of being praised every three minutes, it will be increased to six and then ten minutes. The increase in time will change to six minutes after the plan has been in place for four weeks. A second increase in time will be made four weeks after this.

When changing the interval of time between reinforcement the amount of times to gain a game with the teacher must also be changed because paper work is only done for about thirty minutes a day. So, when the interval is six minutes a day Garrett has to be told good job three times to get two minutes with the teacher and four times to get a game with the teacher. If the interval is to be increased to ten minutes, Garrett will no longer get two minutes with the teacher, but he will get to play a game if he is positively praised two times.

If the plan is successful there will be a decrease in the amount of times Garrett gets out of his seat. In order to evaluate if the plan is successful or not, data has been

composed of how often Garrett gets out of his seat. After the behavior plan is put in place data will again be taken to see how often Garrett is told to remain in his seat.