

Unit 9 Project: Behavior Intervention Plan

Many of you may have taken CE300: Observation and Assessment in Early Childhood. In that course, students had a chance to begin to look at behavior, and develop hypotheses as to why a particular behavior may occur. With this project we want to go a step further and go beyond hypotheses, and to analyze data and develop a simple Behavior Intervention Plan (BIP).

Part 1

You will use the following video to develop a hypothesis as to what is the likely function of the behavior. NOTE: Only use the first 1 ½ minutes of the video.

<http://www.youtube.com/watch?v=8eCfnrGu5xo&feature=related>

Be sure to use your readings on Functional Behavior Assessment to assist you in filling out the A-B-C chart below.

A=Antecedent. What happened immediately before the behavior? Was there any event or activity that preceded the behavior?

B=Behavior. The behavior should be defined in observable, objective terms.

C=Consequence. What happened immediately following the behavior?

Function of behavior= this is your hypothesis. Using what you have learned about behavior, what is the most likely function? Is the child trying to GET something, and if so, what? Is the child trying to ESCAPE from something, and if so, what? Is the child trying to COMMUNICATE something?

ABC Analysis

Child: _____ Observer: _____

Date	Antecedent	Behavior	Consequence	Possible Function

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Part 2

For Part 2, using your hypothesis and the information from your ABC chart, you need to manipulate variables to determine if your hypothesis is correct in **order to pick the best course of action to take with this child**. You can only manipulate one variable at a time in order to determine **what would be most effective in modifying the child's behavior**. First you will manipulate the antecedent. When you changed the antecedent (A), what do you predict will happen and why? If you do not get the desired behavior change (B), then you need to try manipulating another variable. In this case, you will then manipulate the consequence (C). What do you predict will happen with the behavior (B) and why? Fill out the chart below with this information.

Antecedent	How would you change the antecedent?	What do you expect to happen and why?	What else might happen and why?

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Consequence	How would you change the consequence?	What do you expect to happen and why?	What else might happen and why?

Part 3

As is often the case with kids with autism, the problem behavior in the video has now been resolved, but a new problematic behavior has persisted in the classroom, and you collected data through three separate data collection techniques below.

Behavioral Interview:

- Joshua is a 5-year-old boy who attends a speech language preschool in this large, mostly lower income city. He was diagnosed with a speech and language disorder one year ago and recently received the medical diagnosis of autism. The special education team is in the process of assessing and evaluating him for the upcoming Individualized Education Plan (IEP) meeting. There are 15 preschool children in his class with a variety of speech and language diagnoses. Joshua does not take any medications or receive any therapies outside the speech and language classroom at this time.
- Joshua occasionally interacts with peers, but prefers to play alone. He does not exhibit pretend play or cooperative play. He communicates in 3-5 word sentences, but rarely initiates conversation, and mostly responds to bids of communication from peers and the teachers.
- The current problem behavior is Joshua's refusal to join circle time which is disturbing to the teachers and other children in the classroom. This behavior has persisted daily for several weeks.

The Anecdotal Record

ABC Analysis

Child: Joshua Observer: _____

Date	Antecedent	Behavior	Consequence	Response	Possible Function
8/23 10:50 am	Teacher asks Joshua to join circle time	Joshua walks around room and does not sit	Teacher asks Joshua to sit 4 additional times	Joshua continues to walk around room and does not sit and laughs	Teacher attention, vestibular stimulation from running, get out of doing circle time

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8/26	Teacher asks Joshua to join circle time	Joshua walks around room and does not sit	Teacher tells Joshua he can choose another activity	Joshua sits and plays with blocks quietly, away from the circle	Teacher attention or get out of doing circle time
8/29	Teacher asks Joshua to either join circle time or sit and choose another activity	Joshua walks around room and does not sit	Teacher prompts Joshua to sit two additional times	Joshua continues to walk around room and does not sit and laughs	Teacher attention
9/1	Teacher asks Joshua to join circle time	Joshua walks around room and does not sit	Teacher prompts Joshua to sit two additional times	Joshua sits in circle time	Teacher attention
9/5	Teacher asks Joshua to join circle time	Joshua walks around room and does not sit	Teacher ignores behavior	Joshua sits in circle time	Teacher attention
9/8	Teacher asks Joshua to join circle time	Joshua sits in circle time	Teacher reinforces Joshua for sitting and working on literacy	Joshua smiles	Teacher attention
10/4	Teacher asks Joshua to join circle time	Joshua sits in circle time	Teacher reinforces Joshua for sitting and working on literacy	Joshua says, "this is fun" and smiles	Teacher attention

Duration Recording Data Chart

Child: Joshua Observer: _____

Behavior: Time elapsed before taking seat

Operational Definition of Behavior: Student is off-task and walking around classroom

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Date	Time: Delivery of Sd	Time: Response	Latency
8/23	10:45 am	10:51 am	8 minutes
8/26	11:00 am	11:04 am	4 minutes
8/29	10:50 am	10:57 am	7 minutes
9/1	10:45	10:49	5 minutes
9/5	10:51	10:54	3 minutes
9/8	10:55	10:55	10 seconds
10/4	11:00	11:00	4 seconds

The data and information in this project are much abbreviated than what would be collected in an actual classroom. As discussed in this course and in your readings, any Behavior Intervention Plan (BIP) would only be implemented after multiple assessments and evaluations with a variety of professionals. Assuming this has been done in this case and using the abbreviated information for this project, use the above data, and write a short preliminary Behavior Intervention Plan (BIP). You should answer the following questions:

- What is an operational definition of the problem behavior?
- What is your hypothesis from the data collected?
- What is your operational definition of the target behavior?
- What are your ideas on alternative behaviors that can be taught?
- What strategies will you use to teach these behaviors?
- How do you plan to monitor behavior?
- How can you try to generalize this behavior in the classroom?

While you are encouraged to integrate material from the course readings, discussions, and outside resources, please make sure to paraphrase (don't copy word-for-word!) and provide the sources for your content. As with all writing, be sure to include citations if you use information from any source to avoid plagiarism. **It is always necessary to give the author credit. In addition, please make sure to include a reference page. If you need assistance, please use the APA Quick Reference Guide in the Course Home Page or visit the Kaplan University Writing Center.**

Your essay should include:

- Title Page
- Main body of the paper (Body of Part 3 should be 1-2 pages long)
- Reference page
- Correct APA formatting for in-paper citations

You should follow these formatting guidelines:

- Use standard margins: 1" on all sides
- Use standard 12-point font size, Arial or Times New Roman
- Use standard double-spacing
- Be sure your text is left justified

The grading rubric that will be used to evaluate your project is located in your class syllabus. If you need any assistance, please visit the Kaplan University Writing Center.