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Behavior Teaching Plans

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STUDENT: Leonard

OBJECTIVE: Protest appropriately by using a calm voice and positive language independently

DATA COLLECTION

PROCEDURES:

- Percentage Data
- Level of Independence Data
- Individualized Rating System
- Frequency Data
- Yes/No Data

EXPLANATION OF DATA COLLECTION PROCEDURES:

- 1. Maximum Prompting:**
Needed teacher support to be redirected back to task
- 2. Moderate Prompting:**
Needed the teacher to model an appropriate protest to imitate
- 3. Minimal Prompting:**
Needed a verbal prompt or visual cue
- 4. Independent:**
No assistance needed

TEACHING PROCEDURES:

1. When Leonard engages in negative behaviors when protesting, such as using a loud voice, offensive language, aggression, crying, or whining, intervene by using **modeling/request imitation** to correct the behavior. For example, if he screams out, "I don't want to do this stupid math!" when presented with an assignment, in a calm voice, model, "I might need a little help with this," and encourage him to imitate.
2. Once Leonard imitates, provide **positive reinforcement** by giving specific social praise and then say something such as, "Now let's try that again." Present the assignment again to provide an opportunity for him to protest appropriately without having to rely on imitating your model. If Leonard protests appropriately,

provide **positive reinforcement** and assist him as requested until he is able to continue without protest.

3. If Leonard does not protest appropriately, use **modeling/request imitation** again or **prompting/fading** procedures to encourage a positive response. Examples of prompts may include gestures such as putting a finger to your lips to indicate using a quiet voice, visual prompts such as **cue cards**, or verbal prompts such as "Use a calm voice please." Be sure to fade out prompts until Leonard is able to perform independently.

Note: It is important not to positively reinforce escape-motivated behavior. In other words, you should not allow Leonard to escape from required tasks simply because he protested appropriately. Instead, teach him protests that enable him to receive necessary supports. For example, you can teach him to request to work with a peer, to use alternate learning materials, to work independently in a quiet area, to work while listening to music, or any other support that can enable him to comply with the demands in a positive manner. If there are no supports that would enable Leonard to do so, consider if the request is developmentally appropriate.

Table 5.3. Behavioral teaching strategies

Strategy	Brief explanation
Positive reinforcement	After a student demonstrates a desired behavior, provide a consequence that is rewarding to increase the likelihood that the behavior will occur again in the future.
Time delay	Provide a brief period of wait time paired with an expectant look and expectant body language to encourage the student to initiate or respond.
Environmental arrangements	Place desired items out of reach, give small amounts of a desired item, do something unexpected, or adjust environmental stimuli.
Following the child's lead	Attend to what the student is attending to for purposes of establishing a positive interaction.
Behavioral momentum	Use a pattern of easy-easy-difficult requests to enhance student motivation.
Self-monitoring	Teach students how to monitor their own performance using self-assessment tools.
Prompting/fading procedure	Provide assistance to enable the student to respond successfully, then systematically fade out the assistance provided until the student can meet the expectation independently.
Embedded discrete trials	Provide an antecedent (opportunity for the student to respond or initiate), prompt if necessary, and provide positive reinforcement after the student responds appropriately.
Modeling/request imitation	Demonstrate what the student is expected to do, provide an opportunity for the student to imitate, and provide feedback and support when the student imitates the model or attempts to imitate the model.
Shaping	Reinforce successive approximations of a desired behavior to get the student closer and closer to the end goal.
Contingent imitation	Imitate what the student is doing for purposes of establishing a positive interaction.
Balanced turn-taking	Structure interactions with the student to establish long chains of back-and-forth interactions.
Task analysis	Break down a task into individual steps and teach them using forward chaining, backward chaining, or whole-task presentation.
Video modeling/video self-modeling	Show the student video clips of peers or the actual student demonstrating a desired behavior to increase the student's use of the behavior shown in the video.
Social Stories	Write short stories written from the student's perspective using clear statements that teach behavioral or social expectations.
Peer-mediated intervention	Teach peers strategies for promoting positive interactions between peers and the student.
Direct instruction	Provide explicit instruction, including an introduction, lesson presentation, guided practice, independent practice, and closure/generalization.