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**ABA Behavior Intervention Plan Example Function of behavior: Attention**

1. **PATIENT AND TECHNICIAN SUMMARY**

**Patient summary**

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| **Patient name** | David Williams |
| **Patient age** | 8 |
| **School grade level** | 3rd |
| **Diagnosis (if applicable)** | ASD |

**Technician information**

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| **Name of technician who wrote the plan** | David Lee, MS, BCBA, LBA |
| **Name of technician(s) performing the plan** | Olivia Robinson, BA, RBT |

1. **PLAN RATIONALE**

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| **Briefly describe why we need a plan** | The rationale for this behavior intervention plan is to address David's self-injurious behavior, which involves hitting himself in the head when he is denied access to a tablet. The behavior interferes with his daily functioning and causes him physical harm. |

1. **BEHAVIOR DESCRIPTION**

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| **What, when, where, how often, and for how long** (*Frequency, duration, and intensity)* | The behavior occurs several times a day and is often triggered when he is asked to complete a non-preferred task or activity. |
| **Summary of functional behavior assessment results** | David hits himself in the head repeatedly when he is denied access to a tablet. The behavior is maintained by access to the tablet. |
| **Hypotheses of behavior function: OR, if you have FBA results (***Results of the FBA performed on mm/dd/yy: the function of the behavior was demonstrated as XXX)* | David performs this behavior to gain access to a tablet. |

1. **INTERVENTION STRATEGIES**

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| **Describe immediate intervention that may predict challenging behaviors** | We will remove the tablet from David's immediate environment. |
| **Antecedent strategies (***Describe any immediate changes that will be taken to prevent the problem behavior, as well as additional antecedent strategies)* | 1. Task analysis: The RBT will provide David with a visual schedule outlining his daily tasks, including non-preferred tasks. 2. Breaks: The RBT will provide David with frequent breaks during non-preferred tasks. 3. Choice-making: The RBT will offer David choices between two non-preferred tasks, so he can feel a sense of control over the situation. |
| **Positive alternative skills and behaviors** (*Include skill teaching strategies)* | 1. Replacement behavior: The RBT will teach David alternative ways to request access to a tablet, such as by asking verbally or using a picture card. 2. Teaching strategies: The RBT will teach David functional communication skills, such as how to ask for a break or a preferred activity, so that he can communicate his needs without engaging in self-injurious behavior. |
| **Positive reinforcement strategies for replacement behavior** | David will earn tokens for engaging in appropriate replacement behaviors, such as asking for a break or using a picture card. He can trade in these tokens for access to the tablet. |
| **Consequence strategies to eliminate reinforcement of problem behavior** | If David engages in self-injurious behavior, the RBT will remove him from the situation and provide him with a safe space to calm down. He will not be given access to the tablet as a result of his self-injurious behavior. |

1. **SAFETY PLAN**

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| **Identify safety concerns** |  |
| **Outline prevention strategies** | The RBT will closely monitor David during all intervention strategies to ensure his safety. |
| **Crisis intervention plan** | If he engages in self-injurious behavior, the RBT will immediately intervene to prevent further harm. |
| **Emergency contacts** |  |
| **Staff training needs** |  |

1. **IMPLEMENTATION PLAN**

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| **Provide a timeline for when the intervention will begin and end** | The intervention strategies will be implemented the first day of next month and will continue for the length of David's school semester. |

1. **DATA MONITORING**

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| **How will data be collected and summarized?** *Frequency data: (how often the behavior occurs) or duration data (how long does the behavior occur)* | The RBT will keep a frequency tally of the number of times David engages in self-injurious behavior each day, as well as the number of times he engages in appropriate replacement behaviors. |
| **Who will collect data and how often?** | All relevant technicians will meet on a weekly basis to review the data and assess David's progress. |
| **Describe process to review data and assess plan** *(Who will meet and when?)* |  |
| **Describe goal for use of replacement behavior in measurable terms** | By the end of the semester, David will engage in self-injurious behavior no more than once per day and will engage in appropriate replacement behaviors at least 80% of the time. |

1. **GENERALIZATION**

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| **Determine the setting(s) and context(s) in which the target behavior should be generalized** | Technicians will work with David to identify other settings where he may engage in self-injurious behavior. They will communicate with David's parents, caregivers, and teachers. |
| **Identify other individuals that will be involved and responsible** |  |
| **How will the complexity of the setting(s) and context(s) be increased?** |  |

1. **MAINTENANCE**

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| **How will you fade out prompts to support independent behavior?** | Technicians will gradually shift responsibility to maintain appropriate behavior to David. Technicians will slowly remove antecedent strategies and fade out other external prompts and rewards. |

1. **REVIEW**

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| **Who will meet and when after the end of the intervention timeline to review the results?** | Technicians will meet with David’s parents and all relevant staff at the end of the timeline to review David’s progress and make any necessary changes to the generalization objectives. |

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