

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

1. **PATIENT AND TECHNICIAN SUMMARY**

**Patient summary**

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| **Patient name** | Alex Hayden |
| **Patient age** | 10 |
| **School grade level** | 4th |
| **Diagnosis (if applicable)** | ASD |

 **Technician information**

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| **Name of technician who wrote the plan** | Jennifer Garcia, BCBA, LBA |
| **Name of technician(s) performing the plan** | Robert Doyle, 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 Alex's tendency to leave the classroom or school environment without permission. This behavior poses safety risks for Alex and can disrupt the learning environment for his peers. |

1. **BEHAVIOR DESCRIPTION**

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| **What, when, where, how often, and for how long** (*Frequency, duration, and intensity)* | Alex attempts to leave the classroom or school environment without permission an average of 3 times per school day. |
| **Summary of functional behavior assessment results** | He has been observed to run out of the classroom or school building, sometimes endangering himself and others. The behavior is typically preceded by challenging academic work. |
| **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)* | Alex performs this function to escape challenging academic work. |

1. **INTERVENTION STRATEGIES**

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| **Describe immediate intervention that may predict challenging behaviors** | We will designate a specific area in the classroom where Alex can go when he needs a break. This area will be safe and comfortable and have Alex’s favorite toys. |
| **Antecedent strategies (***Describe any immediate changes that will be taken to prevent the problem behavior, as well as additional antecedent strategies)* | 1. Pre-teaching: The RBT will pre-teach Alex how to request a break in an appropriate manner, such as raising his hand or using a visual cue.
2. Providing choices: The RBT will offer Alex a choice between two activities to help him feel more in control of his environment.
3. Attention: The RBT will provide positive attention to reinforce Alex's appropriate behavior.
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| **Positive alternative skills and behaviors** (*Include skill teaching strategies)* | The RBT will teach Alex functional communication skills, such as how to ask for a break or help by raising his hand. |
| **Positive reinforcement strategies for replacement behavior** | Alex will earn a single point for using his designated break area instead of attempting to leave the classroom or school environment without permission. He can trade in five points for a preferred reinforcer. |
| **Consequence strategies to eliminate reinforcement of problem behavior** | If Alex attempts to leave the classroom or school environment without permission, he will be redirected back to his designated break area. If Alex does not perform the desired behavior after 3 prompts, he will lose 2 points toward his weekly reward. |

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 starting next week and will continue for the rest of the school year. |

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 Alex attempts to leave the classroom or school environment without permission each day, as well as the number of times he engages in appropriate replacement behaviors. |
| **Who will collect data and how often?** |  |
| **Describe process to meet to review data and assess plan** *(Who will meet and when?)* | The RBT and other relevant technicians will meet on a weekly basis to review the data and assess Alex's progress. |
| **Describe target goal for use of replacement behavior in measurable terms** | By the end of the school year, Alex will attempt to leave the classroom or school environment without permission no more than once per week. |

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 Alex to identify other settings when leaving behavior may be a problem. |
| **Identify other individuals that will be involved and responsible** | Technicians will communicate with Alex's parents and other caregivers and teachers with information about how they can support and reinforce appropriate behaviors at home or at school. |
| **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 during class to Alex. Technicians will slowly remove antecedent strategies, like extra nonverbal attention on Alex, and fade out other external prompts. |

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 Alex’s parents and all relevant staff at the end of the timeline to review Alex’s progress and make any necessary modifications to the generalization objectives. |



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